

**Evaluation**  
**of the**  
**Louisiana Technology Initiatives:**  
**2001- 2002**

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## Evaluation of the Louisiana Technology Initiatives 2001-2002

### EXECUTIVE SUMMARY

The Louisiana Technology Initiative, established in 1997, represents the state's commitment to improving student achievement through the infusion of technology into all schools as a reform tool for changing pedagogy in Louisiana Schools. The state expended **\$10,086,672.00** on technology and staff development in public and non-public schools during the 2001-2002 school year, with all moneys coming from the Technology Literacy Challenge Fund (TLCF). Of this total, **\$3,079,535.76** was awarded competitively to twelve District/Consortia as *Technology Professional Development/Leadership Grants*. The nine regional Teaching, Learning and Technology Centers received \$225,000 each, for a total of **\$2,024,983.00**. There were thirty-three **New Awards**, with High School Technology Leadership Awards totaling **\$1,000,000.00** and FIRSTTech New Teacher and Mentoring Leadership Awards totaling **\$3,476,419.57**. Funds were awarded to applicants approved by the Department of Education, State Technology Advisory Committee, and the Board of Elementary and Secondary Education (BESE). The remaining **\$504,334.00** covered administrative costs at the Louisiana Center for Educational Technology. See *Exhibit 1* for details of the funds distribution.

District consortia and TLT Centers developed proposals based on district/school technology plans that were approved by the state and which addressed the State Technology Goal and the four National Technology Goals. Proposals were directed toward technology applications to support school reform, connection classrooms and schools to networks (including the Internet), and accessing educational resources, as required in TLCF funding guidelines.

Funds were primarily used for professional development activities for first year and high school teachers, but also for developing technology-rich instructional rooms, connecting classrooms to the Internet, and purchasing software and computer peripherals. The professional development activities emphasized the integration of technology into curricula, aligning curriculum to state content standards through technology, and most were based on the LA INTECH model developed by the LCET staff.

### Organization of the Report

The data in this report paint a comprehensive picture of a number of issues: the progress of the Louisiana Technology Initiative over a six-year period, the progress toward attainment of state and national technology goals, and especially the extensive amount of professional development, teacher and student resources, and technology equipment that has been made available with the joint funding from federal, state, district, and local sources.

The report is organized according to the evaluation themes and findings from the data collection and analysis. The overarching themes and specific findings are as follows:

**Evaluation Theme 1: The Louisiana Technology Initiative, begun in 1997, has grown, matured, and made remarkable progress toward the attainment of the four national technology goals and the state technology goal.**

**Finding:** Data collected since 1997 indicates that National Goal 1 has been accomplished in Louisiana and significant progress made toward attainment of the other three.

**Evaluation Theme 2: Louisiana educators and learners have increasing access to technologies that are effective in improving student achievement.**

**Finding:** Significant decreases in the student to computer ratios have occurred over the six years of the Louisiana Technology Initiative. National Goal 1, having a student to computer ratio of 5:1 has not only been met, but also exceeded.

**Finding:** Districts and schools are spending more on technology each year in spite of decreased funding from state and federal sources.

**Evaluation Theme 3: Teachers are receiving the training and support they need to help students learn through technology.**

**Finding:** Districts and schools are providing more professional development sessions in instructional technology each year.

**Finding:** LCET is providing effective professional development activities for state teachers and school administrators that are targeted at diagnosed needs in the state.

**Finding:** Federal moneys are providing teacher training targeted at the accomplishment of new state technology initiatives.

**Finding:** Teacher competency in the use of technology for teaching and learning has increased steadily over the six years of the initiative.

**Finding:** Schools and districts are providing assistance to teachers for integrating technology into the curriculum.

**Finding:** Schools and districts are providing assistance to teachers for the maintenance and support of hardware and software.

**Evaluation Theme 4: More teachers and students have modern computers in their classrooms.**

**Finding:** Although individual schools and districts received no technology funding this year, the number of computers in instructional rooms has increased significantly.

**Finding:** Classroom computers and other technology components for school classrooms were purchased with Federal TLCF grant moneys.

**Evaluation Theme 5: More classrooms are connected to the information highway.**

**Finding:** Although the percentage of schools with Internet access has remained at 94% for four years, Internet access has increased in instructional rooms for each of the last three years.

**Finding:** E-rate discounts have helped reduce the ratio of students to computers connected to the Internet over the last three years.

**Evaluation Theme 6: Effective and engaging software and on-line resources have become an integral part of Louisiana school curricula.**

**Finding:** LCET is providing extensive on-line resources for students.

**Finding:** Student participation in Distance Learning has remained static even though opportunities and provisions by the state, districts and schools have increased considerably.

**Finding:** LCET is providing extensive on-line curriculum resources for teachers and administrators.

**Finding:** Teachers are using web resources for instructional support and activities.

**Finding:** Purchase of software by schools for use in instructional rooms almost doubled this year and increased slightly at the district level.

As this list of themes and findings indicates, the key issues explored in the report are the attainment of the State Technology Goal and the four National Technology Goals. **Table 1** below reveals specific details on some of these key areas. Evaluation findings reveal remarkable progress in all areas, and attainment of the first National Goal, a 5:1 student to computer ratio in Louisiana schools. The focus through the years has remained steadily on improved student achievement, and each year grant guidelines have required projects directed on new key issues, while continuing concentration on previous ones. This year, funding provided mentors, computers and professional development for first year teachers and specially developed training for high school teachers. Both areas had been identified as key areas needing reform. Continued funding was provided for the successful programs initiated in prior years, Teaching, Learning, and Technology Regional Centers and promising programs initiated by district consortia last year.

The Governor, Legislature, Board of Elementary and Secondary Education, Louisiana Department of Education, Louisiana Center for Educational Technology and participating businesses and industry are to be applauded for their vision, leadership, funding, and active support of this Initiative. The school children of Louisiana are the benefactors of this continuing program, and in subsequent years, the state at large. In order for this Initiative to support the State Accountability Plan, the stakeholders must continue to fund purchases of hardware and software, provide facilities, opportunities and funding for professional development and ensure that universities provide pre-service teacher education programs and partnerships with practicing teachers that ensure appropriate content area knowledge and skills to integrate technology into the curricula.

## Evaluation of the Louisiana Technology Initiatives 2001-2002

Results from data collected by Quality Education Data, Inc. (QED) 1997,1998, 1999 and Louisiana Technology Surveys 2000, 2001, and 2002													
GOAL	EVALUATION	RESULTS											
		Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non- Public Schools 1997	Non- Public Schools 1998	Non- Public Schools 1999	Non- Public Schools 2000	Non- Public Schools 2001	Non- Public Schools 2002
All educators and learners will have access to technologies that are effective in improving student achievement	Ratio of students to <b>all computers</b> in schools.	8:1	8:1	6.0:1	5.5:1	5.6:1	<b>4.9:1</b>	11:1	8:1	6.7:1	6.3:1	5.7:1	<b>5:1</b>
	Ratio of students to <b>high-end computers</b> in schools.	48:1 <sup>1</sup>	19:1	10.5:1	8.2:1	7.4:1	<b>6:1</b>	48:1 <sup>1</sup>	18:1	10.7:1	8.5:1	7:1	<b>6.5:1</b>
	Percent of <b>computers</b> with <b>Internet access</b> .	*	*	49%	54%	67%	<b>76%</b>	*	*	61%	69%	79%	<b>84%</b>
All teachers will have the training and support they need to help all students learn through computers and through the Information superhighway	Percentage of schools that have a person responsible for providing teachers with support and assistance in <b>integrating technology into the curriculum</b> .	76%	77%	100%	67% <sup>2</sup>	72% <sup>2</sup>	<b>72%<sup>2</sup></b>	66%	99%	99%	59% <sup>2</sup>	64% <sup>2</sup>	<b>58%<sup>2</sup></b>
	• School-based	*	*	*	53.%	60%	<b>58%</b>	*	*	*	81%	91%	<b>81%</b>
	• Not school-based	*	*	*	80%	84%	<b>87%</b>	*	*	*	35%	37%	<b>36%</b>
	Percentage of schools that have a person who helps to maintain and support hardware and software in the school.	82%	98%	*	62% <sup>2</sup>	69% <sup>2</sup>	<b>71%<sup>2</sup></b>	65%	99%	*	62% <sup>2</sup>	66% <sup>2</sup>	<b>65%<sup>2</sup></b>

### Data from QED Reports and Louisiana Technology Surveys

GOAL	EVALUATION	Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non-Public Schools 1997	Non-Public Schools 1998	Non-Public Schools 1999	Non-Public Schools 2000	Non-Public Schools 2001	Non-Public Schools 2002
	• School-based	*	*	*	38%	47%	<b>48%</b>	*	*	*	68%	70%	<b>73%</b>
	• Not school-based	*	*	*	86%	91%	<b>94%</b>	*	*	*	55%	62%	<b>58%</b>
	Estimated percentage of teachers at each skill level in the use of technology in instruction.	Per-cent	Mean Per-cent <sup>3</sup>	Percent	Per-cent	Per-cent	Per-cent	Per-cent	Mean Per-cent <sup>3</sup>	Per-cent	Per-cent	Per-cent	Per-cent
	• Non-User	*	*	*	7%	6%	<b>4%</b>	*	*	*	5%	3%	<b>4%</b>
	• Beginner	40%	50%	41%	33%	28%	<b>26%</b>	38%	45%	37%	24%	24%	<b>23%</b>
	• Intermediate	27%	37%	41%	43%	48%	<b>51%</b>	26%	39%	44%	49%	49%	<b>51%</b>
	• Advanced	8%	15%	18%	12%	14%	<b>15%</b>	8%	18%	22%	18%	19%	<b>16%</b>
	• Instructor	*	8%	8%	4%	4%	<b>4%</b>	*	8%	8%	5%	5%	<b>5%</b>
All teachers and students will have a modern computer in their classrooms	Percentage of computers in instructional rooms, computer labs and library media centers.	*	92%	93%	93%	94%	<b>94%</b>	*	87%	87%	88%	90%	<b>89%</b>
	Percentage of <u>instructional rooms</u> with Internet access.	*	*	51%	55%	68%	<b>84%</b>	*	*	63%	56%	68%	<b>88%</b>
	Percentage of <u>schools</u> that have access to the Internet.	56%	84%	91%	94%	94%	<b>94%</b>	58%	88%	92%	97%	96%	<b>95%</b>

		Public Schools	Public Schools	Public Schools	Public Schools	Public Schools	Public Schools	Non-Public	Non-Public	Non-Public	Non-Public	Non-Public	Non-Public
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### Data from QED Reports and Louisiana Technology Surveys

GOAL	EVALUATION	1997	1998	1999	2000	2001	2002	Schools 1997	Schools 1998	Schools 1999	Schools 2000	Schools 2001	Schools 2002
Every classroom will be connected to  the information Superhighway	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet via direct link.</li> </ul>	35%	49%	76%	91%	93%	<b>95%</b>	15%	38%	61%	77%	87%	<b>91%</b>
	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet via dial-up link.</li> </ul>	53%	40%	20%	9%	7%	<b>5%</b>	80%	51%	33%	22%	12%	<b>8%</b>
	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet by satellite.</li> </ul>	*	*	0.2%	0.2%	0.3%	<b>0.3%</b>	*	*	0.9%	0.9%	1%	<b>1%</b>
	Percentage of <u>computers</u> with Internet access in instructional rooms.	*	*	24%	49%	61%	<b>76%</b>	*	*	24%	60%	72%	<b>84%</b>
	Percentage of <u>schools</u> that have computers in classrooms, labs, or Media Center(s) connected through LANs (local area networks).	33%	64%	77%	72%	79%	*	27%	57%	71%	74%	83%	*
	Percentage of <u>schools</u> that are connected to another school or schools through a WAN (wide area network).	27%	68%	66%	62% <sup>4</sup>	65% <sup>4</sup>	*	6%	30%	13%	14% <sup>4</sup>	13% <sup>4</sup>	*

### Data from QED Reports and Louisiana Technology Surveys

GOAL	EVALUATION	Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non-Public Schools 1997	Non-Public Schools 1998	Non-Public Schools 1999	Non-Public Schools 2000	Non-Public Schools 2001	Non-Public Schools 2002
Effective and engaging software and on-line resources will be an integral part of every school curriculum.	Percentage of <b><u>schools</u></b> with <b><u>students</u></b> who participate in distance learning.	*	38%	17%	10%	11%	<b>10%</b>	*	25%	13%	9%	8%	<b>8%</b>
	Percentage of <b><u>schools</u></b> with <b><u>teachers</u></b> who participate in distance learning.	*	*	23%	14%	19%	<b>29%</b>	*	*	22%	14%	12%	<b>19%</b>
Every system or independent school will engage in long range planning for technology in the schools.	Percentage of schools that have a technology plan.	73%	90%	94%	86%	90%	<b>88%</b>	58%	88%	92%	93%	97%	<b>91%</b>
	Percentage of schools that have reviewed their plans for technology within the last year.	87%	99%	78%	68%	74%	*	94%	97%	75%	83%	81%	*

\* Data were not collected.

<sup>1</sup> Ratios for 1997 included 486 type computers, whereas later years did not.

<sup>2</sup> Data for 2000, 2001, and 2002 represent school-based only; school and district persons counted in previous years.

<sup>3</sup> Results were presented in a different format.

<sup>4</sup> Data for first three years represented both school and administration buildings. Data for 2000, 2001, and 2002 represent schools only.

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# **Section 1**

## **Background & Setting**

# Evaluation of the Louisiana Technology Initiatives 2001-2002

## BACKGROUND AND SETTING

The Louisiana Technology Initiative had its inception in 1987 when the state first received funds for the **Louisiana Educational Quality Support Fund (LEQSF)** commonly called the **8(g)** fund. In 1994 a \$78,000 technology grant was awarded under the **GOALS 2000: Educate America Act** to form the **Louisiana GOALS 2000 Program**, which existed as such from July 1994 through December 1995. Through a **National Science Foundation (NSF)** grant to the **Louisiana Systemic Initiative Program (LASIP)**, the **Louisiana Networking In Education (LANIE)** project was implemented, focusing on putting technology into Louisiana classrooms. In 1995 the state was awarded a \$4.3 million **Technology Innovative Challenge Grant** by the U.S. Department of Education to design model technology programs at five pilot sites. This was a major milestone in the focus on technology as a reform tool for changing pedagogy in Louisiana schools.

In January 1996, The Louisiana GOALS 2000 program was renamed **Louisiana LEARN for the 21st Century: An Educational Initiative (LA LEARN)** and a comprehensive reform effort to develop a long-term improvement plan for all aspects of the state educational system was created. The Louisiana Board of Regents, State Department of Education, the **Board of Elementary and Secondary Education (BESE)**, and LASIP worked together to develop a State Education Plan, with technology as a major state objective. **LA LEARN** came under the auspices of the newly created **Louisiana Education Achievement and Results Now (LEARN) Commission**, in March 1996, which proposed that various educational and legislative entities in the state begin planning for the incorporation of technology into the educational process in schools at all levels.

The state applied for and received \$5.3 million of **Technology Literacy Challenge Fund (TLCF)** funds for the 1997-98 school year in the spring of 1996, to be used for meeting the mandates of the National Technology Goals. **The Classroom-Based Technology Fund (CBTF)** was also established and funded, that year by the Louisiana State Legislature, providing another \$38.2 million for the integration of technology into all Louisiana classrooms. A comprehensive plan for impacting all schools and levels of education in the state was developed. It included the development and adoption of the State Technology Plan, the establishment of the **Louisiana Center for Educational Technology (LCET)** in the **Louisiana Department of Education (SDE)**, the passage of legislation for providing state funding for technology, defining allocation formulas, and the development of an application process for distributing both state and federal funds equitably.

During the 1998 regular session, the Louisiana Legislature once again allocated moneys for **The Classroom-Based Technology Fund (CBTF)**, amounting to \$25 million for the 1998-99 school year. Louisiana was also awarded a \$10.2 million federal **Technology Literacy Challenge Grant (TLCF)** to provide for training and professional development to help ensure successful integration of technology in the classroom and to meet the mandates of the National Technology Goals.

In 1999, the Technology Initiative was continued when the Louisiana Legislature allocated \$14,037,250 in CBTF funds and the federal government awarded to Louisiana \$10,592,272 in federal TLCF funds.

*The Louisiana Center for Educational Technology (LCET)* was created within the Louisiana Department of Education to administer the funds and carry out the mandates of the granting agencies. Dr. Carol Whelan was appointed Director of LCET and continued in

that role until the spring of 2000, when she became Assistant Superintendent of Quality Educators. Louisiana was awarded \$10,167,818.00 of TLCF funds for the 2000-2001 school year and \$2,500,000 from Louisiana's CBTF.

At present, Sheila Talamo is serving as Director of LCET. Louisiana is continuing its commitment to improve education through the integration of technology and learning through the awarding of grant moneys to districts, private schools and professional development consortia to continue efforts to carry out the State Educational Technology Goal:

*"All educators and learners will have access to technologies that are effective in improving student achievement."*

## **SOURCE OF FUNDING**

### *Technology Literacy Challenge Fund*

Congress passed the *Improving America's Schools Act (IASA)* in 1994 to provide support for key elements of systemic education improvement efforts. Technology's potential for helping to accomplish these reforms by broadening teacher and student access to educational resources and accelerating student learning was quickly recognized. The result is *Title III, Technology for Education*. Its broad purpose is to help develop and support "a comprehensive system for the acquisition and use by elementary and secondary schools in the United States of technology and technology-enhanced curricula, instruction, and administrative support resources and services to improve the delivery of education services" (ESEA, Title III, Part A, section 3112).

Programs and activities funded under Title III included the *School Technology Resource Grants (Technology Literacy Challenge Fund)*, that funds states and local school districts to use technology for implementing educational technology plans to improve teaching and learning. The *TLCF* was first funded in fiscal year 1997, two years after the development of the national technology plan and the four pillars, which provide a focus for infusing technology effectively into classrooms to improve teaching and learning. The *TLCF* focuses on professional development, with at least 95 percent of funding provided to local educational agencies (LEAs). The requirements in the authorizing statute are intended to ensure that LEAs use their funds in ways likely to lead to improved classroom instruction and student achievement. In later years, it was authorized by Part D of Title II of the Elementary and Secondary Education Act (ESEA). The program was terminated in 2002, making the funds received this year the final ones from that source.

Under the TLCF, States have considerable flexibility in setting priorities for grants, but the funds are to be used, to the extent possible, for technology applications to support school reform, to support professional development for educators on integrating technology into the curriculum, to connect classrooms and schools to networks (including the Internet), to access educational resources, and to provide educational services to adults and families. Full details, including the TLCF Non-regulatory Guidance information, can be found at <http://www.ed.gov/offices/OESE/SST/tlcf.html>

In 2001-2002, the major purpose of the Technology Literacy Challenge Fund grant was to assist school systems in implementing their local technology plans and to ensure that every student in every Louisiana school will be technologically literate in the 21<sup>st</sup> century. Grant funding was to enhance ongoing efforts to improve teaching and learning using technology. In particular, during the 2001-2002 grant funding cycle, attention must be

given to support local school systems' educational accountability and to **target school improvement efforts**.

Louisiana was awarded **\$10,086,672.00** from this fund in 2001. Five percent of the total Louisiana TLC funds was used by the Louisiana Center for Educational Technology for administrative costs, including staffing, technical assistance workshops, professional development institutes, developing materials, etc., associated with the federal TLCF program. Ninety-five percent of the TLC funds, **\$9,582,338.00**, were available for awards through two competitive grant processes to sub grantees.

#### Classroom Based Technology Fund (CBTF)

Though the Louisiana Legislature had provided moneys in previous years through the Classroom-Based Technology Fund, these funds were not available for the 2001-2002 session.

### **APPLICATION PROCESS**

Under the advisement of Director Sheila Talamo and the staff at the Louisiana Center for Educational Technology, plans were developed and executed for:

- the awarding of TLCF funds for district and school activities and regional Professional Development Centers;
- design and delivery of exemplary professional development models for integrating technology into classrooms;
- leadership, guidance and assistance to districts, consortia, and non-public schools for meeting mandates of the funding entities and applications.

For the 2001-2002 funding period, *Technology Professional Development/Leadership Grants* were awarded in two categories. **Continuation Awards** included (1) Teaching, Learning, and Technology Center (TLTC) Continuation Awards, and (2) District/Consortium Professional Development Continuation Awards. **New Awards** included (3) High School Technology Leadership Awards, and (4) FIRSTTech New Teacher And Mentoring Leadership Awards.

#### Continuation Awards

During the 2000-2001 award cycle, TLCF two-year continuation grants were awarded to nine (9) Teaching, Learning and Technology Centers (TLTCS) and twelve (12) District/Consortium Professional Development grants. Funding for the second year was contingent upon continued federal funding, successful implementation of Year One initiatives, and submission of appropriate documentation following Year One. Therefore, these same applicants were considered for funding continuation for a one-year period in the 2001-2002 session.

For the ***Teaching Learning Technology Center Continuation Grants***, TLTCs, which serve as an extension of the state's Louisiana Center for Educational Technology, were eligible for a maximum amount of \$225,000.00. They are geographically distributed across the state, with one in each region. The list below identifies the LEA serving as the fiscal agent for each TLTC:

St. Charles Parish Schools	Region 1
Iberville Parish Schools	Region 2
St. Tammany Parish Schools	Region 2
St. James Parish Schools	Region 3
Vermilion Parish Schools	Region 4
Calcasieu Parish Schools	Region 5
Rapides Parish Schools	Region 6

Bossier Parish Schools  
Monroe City Schools

Region 7  
Region 8

These awards would allow them to sustain and expand the delivery of professional development training on the integration of technology into a standards-based curriculum to schools in the geographic area they serve.

Proposals had to describe the training selection/recruitment plan for the TLTC and how it planned to extend its reach of training efforts, target specific school-based initiatives, target administrators, and target university faculty. They also had to provide a plan for achieving fair disbursement of TLTC time and resources to all districts in the region that were part of the grant. (See *Appendix A - Louisiana's Technology Literacy Challenge Fund State Grants - Application Packet for Continuation Awards 2001-2002*).

For the ***District/Consortium Professional Development Grants***, twelve school districts that were funded in the previous year could apply alone or in consortia with other districts for Continuation funds to improve district- and school-level professional development programs. Awardees were eligible for an amount not to exceed that awarded in the previous session. However the application stipulated that if the number of districts participating in a consortium was less than in the previous year, the amount of the award would be reduced according to the following schedule: individual district, \$90,000; two-district consortium, \$190,000; three-district consortium, \$300,000; four-district (or more) consortium, \$420,000. (See *Appendix B - Louisiana's Technology Literacy Challenge Fund State Grants - Application Packet for Professional Development/Leadership New Awards 2001-2002*).

Applicants were asked to define a specific problem(s) to be addressed by the proposal and the proposed solution. They also had to describe in detail the technologies and professional development model(s) they would employ in the project and their rationale for selecting those technologies and model(s), as well as their plans for continuing the project beyond the life of the grant. As per federal guidelines, applicants had to describe how the proposal addressed federal guidelines that specify that every TLCF-supported project target children living in poverty and/or reach out to groups who do not have access to information technologies.

#### **New Awards**

Applications for these awards had to be submitted by Local Education Agencies (LEA). They were asked to create meaningful partnerships with special schools, nonpublic systems, private schools, institutions of higher education, businesses, academic content experts, museums, libraries, public broadcasting stations, or other appropriate organizations.

***High School Technology Leadership Grants*** were to target secondary school redesign, namely an improved secondary school system offering clear multiple pathways for all Louisiana youth, including those choosing to immediately begin full-time employment, those who enter an apprenticeship or a two-year college, or those who pursue a four-year degree. Professional development training for secondary instructors and student technology leadership training to support proposed redesign efforts had to be integral components of the project. Twenty awards for a maximum of \$50,000 were to be awarded.

***FIRSTTech New Teacher and Mentoring Leadership Awards***. FIRSTTech is a Framework for Inducting, Retaining and Supporting Teachers through technology and is designed to support the Louisiana FIRST component of the state Teacher Assistance and

Assessment Program (T.A.A.P.) Districts receiving these grants were committed to the effective use of instructional technology to support new teacher learning and mentor/new teacher interactions. Funds were awarded on a competitive basis to public local education agencies and independent public schools only, as per federal guidelines.

Applicants were also required to have school plans for technology at impacted schools, annual updates of the system technology plan, demonstrate increasing commitments to achieving the state technology goal and the national technology goals through the establishment of a *Teaching, Learning, and Technology Council (TLTC)*. The councils would also be expected to increase coordination of federal (Title I, II, VI) and state funds to support teaching, learning, and technology, establish and maintain electronic communication connections to the Internet for EVERY school and all district and school technology leaders, and provide ongoing technical and instructional support to teachers and staff. \$3,476,419.57 was allocated for these grants.

## **REVIEW PROCESS**

LCET developed timelines for submitting proposals for the *TLCF Professional Development Grants*, as well as dates for reviewing the proposals, submitting them to the State Technology Advisory Committee (STAC) and then to the BESE board for approval.

Nine (9) Teaching, Learning and Technology Center (TLTC) and twelve (12) District/Consortium Professional Development proposals were submitted to the Louisiana Center for Educational Technology for continued funding. On June 21, 2001 a review panel consisting of Louisiana Center for Educational Technology staff met to review the submitted continuation applications. The panel recommended awarding the nine regional Teaching, Learning and Technology Center (TLTC) grants and the twelve District/Consortium proposals.

For the second round of applications, expert review panels, two panels with 2 out-of-state members each, met in Baton Rouge on July 19-21 2001 to review the submitted proposals. Applications were classified as 1) Strongly Recommended for Funding (Full Funding), 2) Recommended for Funding with Stipulations Depending on Availability of Funds (Full or Partial Funding) or 3) Not Recommended for Funding. For each proposal, the review panel also identified strengths, weaknesses, and suggestions for improvement and completed (1) a Statewide Review Recommendation & Summary Report form, and (2) the State Review: Criteria for Professional Development Applications.

Reviewers commented on the quality of proposals and the level of expertise and commitment of proposal teams. Twenty-two (22) proposals were recommended for full funding; eleven (11) were recommended for partial funding; four (4) were recommended for funding if funds become available; and ten (10) proposals were not recommended for funding. A total of thirty-three (33) proposals received funding during this second round: thirteen (13) of the proposals are FIRSTTech - New Teacher and Mentoring Demonstration Award Grants and twenty (20) are High School Technology Leadership Grants.

## **FUNDS DISTRIBUTION**

Louisiana was awarded **\$10,086,672.00** from the Technology Literacy Challenge Fund in 2001. Five percent of the total Louisiana TLC funds was used by the Louisiana Center for Educational Technology for administrative costs, including staffing, technical assistance workshops, professional development institutes, developing materials, etc., associated with the federal TLCF program. Ninety-five percent of the TLC funds, **\$9,582,338.00**, were available for awards through two competitive grant processes to sub grantees.

Of this total, **\$3,079,535.76** was awarded competitively to twelve District/Consortia as *Technology Professional Development/Leadership Grants*. The nine regional Teaching, Learning and Technology Centers received \$225,000 each, for a total of **\$2,024,983.00**.

There were thirty-three **New Awards**, with High School Technology Leadership Awards totaling **\$1,000,000.00** and FIRSTTech New Teacher and Mentoring Leadership Awards totaling **\$3,476,419.57**. Funds were awarded to applicants approved by the Department of Education, State Technology Advisory Committee, and the Board of Elementary and Secondary Education (BESE). The remaining **\$504,334** covered administrative costs at the Louisiana Center for Educational Technology. See *Exhibit 1* for details of the funds distribution.

### ***Exhibit 1***

<b>Total Technology Initiative Funds Awarded for 2001-2002</b>		
	<b>Amount</b>	<b>TOTALS</b>
<b>Technology Continuation Awards</b>		
District Consortium Professional Development	\$ 3,079,535.76	
Teaching, Learning and Technology Centers	\$ 2,024,983.00	
<b>TOTAL Technology Continuation Awards</b>		<b>\$5,104,518.76</b>
<b>New Technology Awards</b>		
High School Technology Leadership	\$ 1,000,000.00	
FIRSTTech Grants	\$ 3,476,419.57	
<b>TOTAL New Technology Awards</b>		<b>\$4,476,419.57</b>
<b>TOTAL FUNDS AWARDED</b>		<b>\$9,580,938.33</b>

### **GOALS AND OBJECTIVES**

In an effort to improve student performance and better prepare students for the future work force, a united effort was initiated to provide students in Louisiana schools with greater access to technology. In the development of a State Plan for Technology, the various stakeholders and agency representatives chose one state goal and adopted the four national goals. They are:

#### **State Technology Goal**

- ♦ All educators and learners will have access to technologies that are effective in improving student achievement.

### **National Technology Goals**

- ♦ All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.
- ♦ All teachers and students will have modern computers in their classrooms.
- ♦ Every classroom will be connected to the information superhighway.
- ♦ Effective and engaging software and online resources will be an integral part of every school curriculum.

### **EVALUATION DESIGN**

The Evaluation design was influenced by several factors at both the state and national levels. At the state level, surveys that had been designed for the 1999-2000 and 2000-2001 evaluation received minor revisions and were used again. At the national level, the USDE began a new data collection format this year, requiring states to file combined reports for all federal funds they receive. Only six items from the End of Year Reports were included in the state report, and data from these items were forwarded to the Louisiana State Department of Education for inclusion in the state's compiled report.

The design of the *2001-2002 Evaluation of the Louisiana Technology Initiatives* was three-fold. One, the availability and extent of the use of technology in state schools are always important to stakeholders. For collecting these data, minor revisions were made to the previously designed instruments, ***The Louisiana District Technology Survey*** and ***The Louisiana School Technology Survey***. These surveys collect data on a variety of fronts, including infrastructure/connectivity of schools to the Internet, availability of hardware and software in instructional settings, the integration of technology into the curriculum, planning for technology integration, and the collaboration between districts and schools with parents, the community, and industry. Items were grouped around the State Technology Goal and the four National Technology Goals to aid in reporting the extent to which each had been attained. In the first three years of the Initiative, the Louisiana Department of Education and Quality Education Data (QED) collaborated on the design and implementation of three statewide surveys. In 2000, the Evaluation Team created new surveys for gathering these data and used them again in 2001 and this year. The surveys can be found in *Appendices G* and *H* and also online at <http://www.lcet.doe.state.la.us/submissions/>.

Two, the professional development survey form provides data on all professional development sessions pertaining to technology in the state. The form solicits information about types of participants and training, provider of the training, grade level and subjects taught, level of expertise, and also requires respondents to assign grades that indicate the effectiveness of the presentation and the session in general. A copy of the

**Evaluation of Training Form** is found in *Appendix E* as well as online at: <http://www.lcet.doe.state.la.us/submissions/>.

Three, the **End of Year Report** (EOY) forms address the extent to which the State Technology Goal and the national Four Pillars were met. They require entry of the sub grantees' goals, strategies, measures, baseline and current status of actions, as well as the anticipated status by September. These forms are completed by technology coordinators from districts serving as fiscal agent for a consortia receiving the TLCF Professional Development grants. Six items from this report are included in the State's compiled report to the USDE, *State Compiled Report*. The *End of Year Report (for Continuation and New Award Grants)* can be found in *Appendix F*, as well as online at: <http://www.lcet.doe.state.la.us/submissions/>.

All information was submitted online and collected in databases on the LCET servers. Completed forms were then posted on the Louisiana Department of Education Web page at <<http://www.lcet.doe.state.la.us/submissions/>> and provided a venue for sharing ideas and accomplishments and verifying which reports had or had not been completed. All of these databases were used to ascertain the change in availability and use of technology in 2001-2002 compared to the four previous years.

Data and information was also gathered from the LCET staff pertaining to the grant process, training conducted at the LCET training center and the Regional TLT Centers, and other activities affecting the technology initiative in the state.

## **DATA ANALYSIS AND RESULTS**

This report is organized according to Evaluation Themes and supporting Findings that emerged upon analysis of the data from all forms described above. The *Louisiana School Technology Survey* was completed by **1446** public schools. Two hundred two (**262**) non-public schools responded, including the schools in the seven Catholic dioceses and 5 non-public schools outside of the dioceses. The *Louisiana District Technology Survey* was completed by **66** districts, **6** state schools and **7** dioceses. Complete results of the public school and district surveys can be seen in *Appendix G – Results of Louisiana School Technology Surveys 1999-2000, 2000-2001, and 2001-2002* and *Appendix H - Results of Louisiana District Technology Surveys 1999-2000, 2000-2001, and 2001-2002*. Non-public school and diocese data was collected with this survey but not analyzed and reported, since they received no funding this year.

*End of Year Reports* were filed for **53** consortia, with technology coordinators in districts serving as fiscal agents completing the reports. Results of the *Evaluation of Training* forms were not reported. Data was originally collected on this form, but due to technical difficulty some data was lost and unable to be recovered. There was not enough reliable data upon which accurate conclusions could be drawn. However, LCET staff gathered much of the same information and TLTC Centers and those data appear in this report.

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***Evaluation Theme 1: The Louisiana Technology Initiative, begun in 1997, has grown, matured, and made remarkable progress toward the attainment of the four National Technology Goals and the State Technology Goal.***

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**Finding:** Data collected since 1997 indicates that National Goal 1 has been accomplished in Louisiana and significant progress has been made toward attainment of the other three.

**Exhibit 2** below presents data from the school technology surveys, except for items pertaining to the district technology budgets, which came from the district surveys. It shows progress the state has made over the five years of the Technology Initiative in key areas. Data is presented for each national goal and state directives to provide a snapshot view of progress and accomplishments over time toward each goal, for both public and non-public schools.

Steady progress in almost every indicator is evident through the years. Most impressive is the fact that the student to computer ratio has dropped below the national goal set in 1997. Many measures, such as the percentage of schools having access to the Internet via direct link, have tripled. Measures of undesirable outcomes, such as the percent of teachers who are at the non-user or beginner levels, have decreased. See **Exhibit 2** below for comprehensive data covering a six-year span for the four National Goals and state directives pertaining to long-range planning for technology.

**Exhibit 2**

Results from data collected by Quality Education Data, Inc. (QED) 1997,1998, 1999 and Louisiana Technology Surveys 2000, 2001, and 2002													
GOAL	EVALUATION	RESULTS											
		Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non- Public Schools 1997	Non- Public Schools 1998	Non- Public Schools 1999	Non- Public Schools 2000	Non- Public Schools 2001	Non- Public Schools 2002
All educators and learners will have access to technologies that are effective in improving student achievement.	Ratio of students to <b>all computers</b> in schools	8:1	8:1	6.0:1	5.5:1	5.6:1	<b>4.9:1</b>	11:1	8:1	6.7:1	6.3:1	5.7:1	<b>5:1</b>
	Ratio of students to <b>high-end computers</b> in schools	48:1 <sup>1</sup>	19:1	10.5:1	8.2:1	7.4:1	<b>6:1</b>	48:1 <sup>1</sup>	18:1	10.7:1	8.5:1	7:1	<b>6.5:1</b>
	Percent of <b>computers</b> with <b>Internet access.</b>	*	*	49%	54%	67%	<b>76%</b>	*	*	61%	69%	79%	<b>84%</b>
All teachers will have the training and support they need to help all students learn through computers and through the Information superhighway.	Percentage of schools that have a person responsible for providing teachers with support and assistance in <b>integrating technology into the curriculum.</b>	76%	77%	100%	67% <sup>2</sup>	72% <sup>2</sup>	<b>72%<sup>2</sup></b>	66%	99%	99%	59% <sup>2</sup>	64% <sup>2</sup>	<b>58%<sup>2</sup></b>
	• School-based	*	*	*	53.%	60%	<b>58%</b>	*	*	*	81%	91%	<b>81%</b>
	• Not school-based	*	*	*	80%	84%	<b>87%</b>	*	*	*	35%	37%	<b>36%</b>
	Percentage of schools that have a person who helps to maintain and support hardware and software in the school.	82%	98%	*	62% <sup>2</sup>	69% <sup>2</sup>	<b>71%<sup>2</sup></b>	65%	99%	*	62% <sup>2</sup>	66% <sup>2</sup>	<b>65%<sup>2</sup></b>

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

GOAL	EVALUATION	Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non-Public Schools 1997	Non-Public Schools 1998	Non-Public Schools 1999	Non-Public Schools 2000	Non-Public Schools 2001	Non-Public Schools 2002
	• School-based	*	*	*	38%	47%	<b>48%</b>	*	*	*	68%	70%	<b>73%</b>
	• Not school-based	*	*	*	86%	91%	<b>94%</b>	*	*	*	55%	62%	<b>58%</b>
	Estimated percentage of teachers at each skill level in the use of technology in instruction.	Per-cent	Mean Per-cent <sup>3</sup>	Percent	Per-cent	Per-cent	Per-cent	Per-cent	Mean Per-cent <sup>3</sup>	Per-cent	Per-cent	Per-cent	Per-cent
	• Non-User	*	*	*	7%	6%	<b>4%</b>	*	*	*	5%	3%	<b>4%</b>
	• Beginner	40%	50%	41%	33%	28%	<b>26%</b>	38%	45%	37%	24%	24%	<b>23%</b>
	• Intermediate	27%	37%	41%	43%	48%	<b>51%</b>	26%	39%	44%	49%	49%	<b>51%</b>
	• Advanced	8%	15%	18%	12%	14%	<b>15%</b>	8%	18%	22%	18%	19%	<b>16%</b>
	• Instructor	*	8%	8%	4%	4%	<b>4%</b>	*	8%	8%	5%	5%	<b>5%</b>
All teachers and students will have a modern computer in their classrooms.	Percentage of computers in instructional rooms, computer labs and library media centers.	*	92%	93%	93%	94%	<b>94%</b>	*	87%	87%	88%	90%	<b>89%</b>
	Percentage of <u>instructional rooms</u> with Internet access	*	*	51%	55%	68%	<b>84%</b>	*	*	63%	56%	68%	<b>88%</b>
	Percentage of <u>schools</u> that have access to the Internet.	56%	84%	91%	94%	94%	<b>94%</b>	58%	88%	92%	97%	96%	<b>95%</b>

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

GOAL	EVALUATION	Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non-Public Schools 1997	Non-Public Schools 1998	Non-Public Schools 1999	Non-Public Schools 2000	Non-Public Schools 2001	Non-Public Schools 2002
Every classroom will be connected to the information superhighway.	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet via direct link.</li> </ul>	35%	49%	76%	91%	93%	<b>95%</b>	15%	38%	61%	77%	87%	<b>91%</b>
	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet via dial-up link.</li> </ul>	53%	40%	20%	9%	7%	<b>5%</b>	80%	51%	33%	22%	12%	<b>8%</b>
	<ul style="list-style-type: none"> <li>Percentage of these schools that have access to the Internet by satellite</li> </ul>	*	*	0.2%	0.2%	0.3%	<b>0.3%</b>	*	*	0.9%	0.9%	1%	<b>1%</b>
	Percentage of <u>computers</u> with Internet access in instructional rooms.	*	*	24%	49%	61%	<b>76%</b>	*	*	24%	60%	72%	<b>84%</b>
	Percentage of <u>schools</u> that have computers in class-rooms, labs, or Media Center(s) connected through LANs (local area networks)	33%	64%	77%	72%	79%	*	27%	57%	71%	74%	83%	*
	Percentage of <u>schools</u> that are connected to another school or schools through a WAN (wide area network).	27%	68%	66%	62% <sup>4</sup>	65% <sup>4</sup>	*	6%	30%	13%	14% <sup>4</sup>	13% <sup>4</sup>	*

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

GOAL	EVALUATION	Public Schools 1997	Public Schools 1998	Public Schools 1999	Public Schools 2000	Public Schools 2001	Public Schools 2002	Non-Public Schools 1997	Non-Public Schools 1998	Non-Public Schools 1999	Non-Public Schools 2000	Non-Public Schools 2001	Non-Public Schools 2002
Effective and engaging software and online resources will be an integral part of every school curriculum..	Percentage of <u>schools</u> with <u>students</u> who participate in distance learning	*	38%	17%	10%	11%	<b>10%</b>	*	25%	13%	9%	8%	<b>8%</b>
	Percentage of <u>schools</u> with <u>teachers</u> who participate in distance learning.	*	*	23%	14%	19%	<b>29%</b>	*	*	22%	14%	12%	<b>19%</b>
Every system or independent school will engage in long range planning for technology in the schools.	Percentage of schools that have a technology plan	73%	90%	94%	86%	90%	<b>88%</b>	58%	88%	92%	93%	97%	<b>91%</b>
	Percentage of schools that have reviewed their plans for technology within the last year	87%	99%	78%	68%	74%	*	94%	97%	75%	83%	81%	*

\* Data were not collected.

<sup>1</sup> Ratios for 1997 included 486 type computer, whereas later years did not.

<sup>2</sup> Data for 2000, 2001, and 2002 represent school-based only; school and district persons counted in previous years.

<sup>3</sup> Results were presented in a different format.

<sup>4</sup> Data for first three years represented both school and administration buildings. Data for 2000 and 2001 represent schools on

Exhibit 2 - Continued  
Data from QED Reports and Louisiana Technology Surveys

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***Evaluation Theme 2: Louisiana educators and learners have increasing access to technologies that are effective in improving student achievement.***

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**Finding: Significant decreases in the student to computer ratios have occurred over the five years of the Louisiana Technology Initiative.**

The ratio of students to "high-end" Power PCs and Pentium class multimedia computers in 1997 was **48:1** for public school students. The latest data for the 2001-2002 school year shows a **6:1** ratio for public schools and **6.5:1** for non-public schools. The ratio for all computers has decreased to **4.9:1** for publics and **5:1** for non-publics in the 2001-2002 school year, bringing it below the National goal of 5 students to each computer. The percent of computers with Internet access in public schools increased 27 percent between 1999 and 2002; non-public schools gained 23 percent.

There was an impressive increase in the average number of "all types" of computers in instructional rooms, from 54.42 last year to **61.08**. When considering instructional rooms, computer labs, and Library/Media Centers combined, the average this year was **102.40**, up from 93.37 last year. Average number of instructional rooms with Internet access was **25.01** this year, an increase of four rooms per school.

**Finding: Districts and schools are spending more on technology each year in spite of decreased funding from state and federal sources.**

Total district technology budgets have steadily increased from \$64,672,958 to **\$67,576,588** in the last three years, in spite of reduced funding from state and federal sources each year. Though district spending for computer hardware and peripherals decreased slightly, the amounts spent on telecommunications (Internet, long distance) and distance learning (cable TV, satellite, etc.) almost doubled.

On school technology budgets, spending for computer hardware and peripherals increased from \$1,548,017 last year to \$2,286,719 this year. Spending on networks and distance learning showed modest increases over last year. Total school technology budgets increased by over a million dollars since last year.

*End of Year* reports revealed that some of the funds granted to consortia were used for laptops, school computers, wiring, hubs, telecommunications and distance learning expenses.

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***Evaluation Theme 3: Teachers are receiving the training and support they need to help students learn through technology.***

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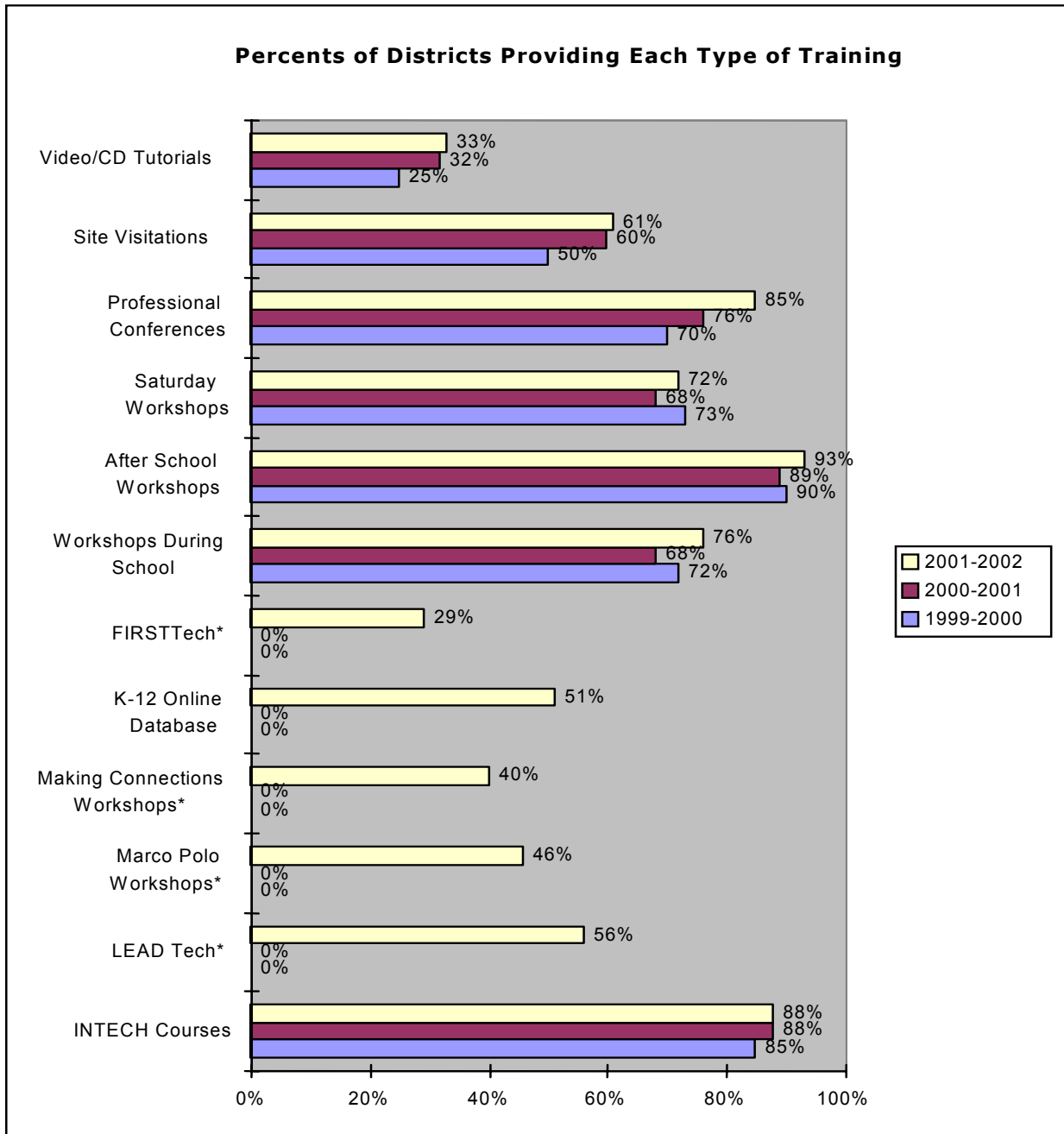
**Finding: Districts and schools are providing more professional development sessions in instructional technology each year.**

To assist educators in their professional development efforts, **88%** of schools provided training for learning to use technology effectively in support of teaching and learning, with schools providing 66%, districts 82% and Regional TLT Centers 27% of the activities.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

Statewide, schools reported that they had offered **23,038 hours** of professional development to teachers. In **Exhibit 3** below, it is evident that more districts are offering professional development sessions in almost every category.

**Exhibit 3**

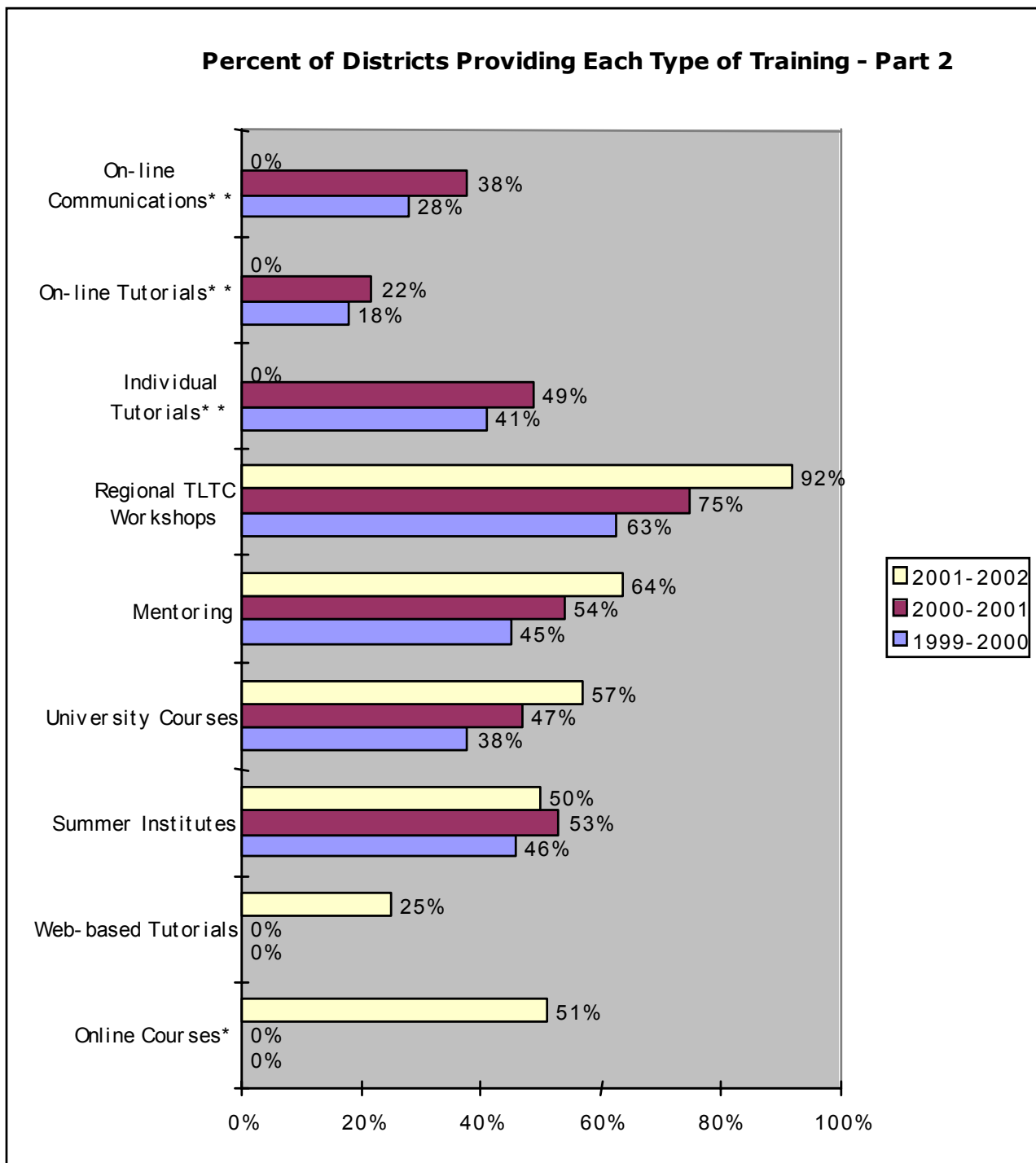


\* This item was not in Surveys before 2001-2002.

\*\* This item omitted in 2001-2002 Survey.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**Exhibit 3 - Continued**



\* This item was not in Surveys before 2001-2002.

\*\* This item omitted in 2001-2002 Survey.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

Opportunities for teachers to participate in Distance Learning increased substantially, with **1,881** teachers doing so this year. Districts provided more online coursework and professional development opportunities through the state's Statewide Distance Learning Network (SDLN), with **60%** of districts reporting that they provided distance learning for teachers.

**Finding: LCET is providing effective professional development activities for state teachers and school administrators.**

In this sixth year of the Louisiana Technology Initiative, professional development was the major emphasis, not only for teachers, but for all personnel involved in education in the state. Toward this end, LCET and its extension labs in the nine regional centers developed training sessions in the areas of INTECH, integration of technology into the curriculum, application of software and skills training, technical support training, administrative training issues, and introduction to basic computer literacy. Districts and consortia were encouraged and aided to do likewise. Public and non-public school teachers, school and district administrators, personnel from the Louisiana Department of Education, and university people were all afforded opportunities for technology training and strongly urged to participate.

The knowledgeable personnel in the state and regional centers are constantly developing new professional development programs to meet the on-going needs of state educators, as well as areas identified as crucial by state and federal officials each year. In 2001-2002, training continued in INTECH, the state's hallmark model for integrating technology into teaching and learning, but they also began presenting the INTECH 2 Science model. Programs such as *ThinkQuest*, *Making Connections*, *Marco Polo*, and *K-12 Online Databases* continued, and new ones were developed, especially the *LEADTech* program for administrators, *FIRSTTech*, and *Librarian's Leadership Initiative*. A total of **2116** participants took part in LCET sponsored school improvement/assistance trainings at the Baton Rouge facility last year. Accomplishments for each model are discussed below.

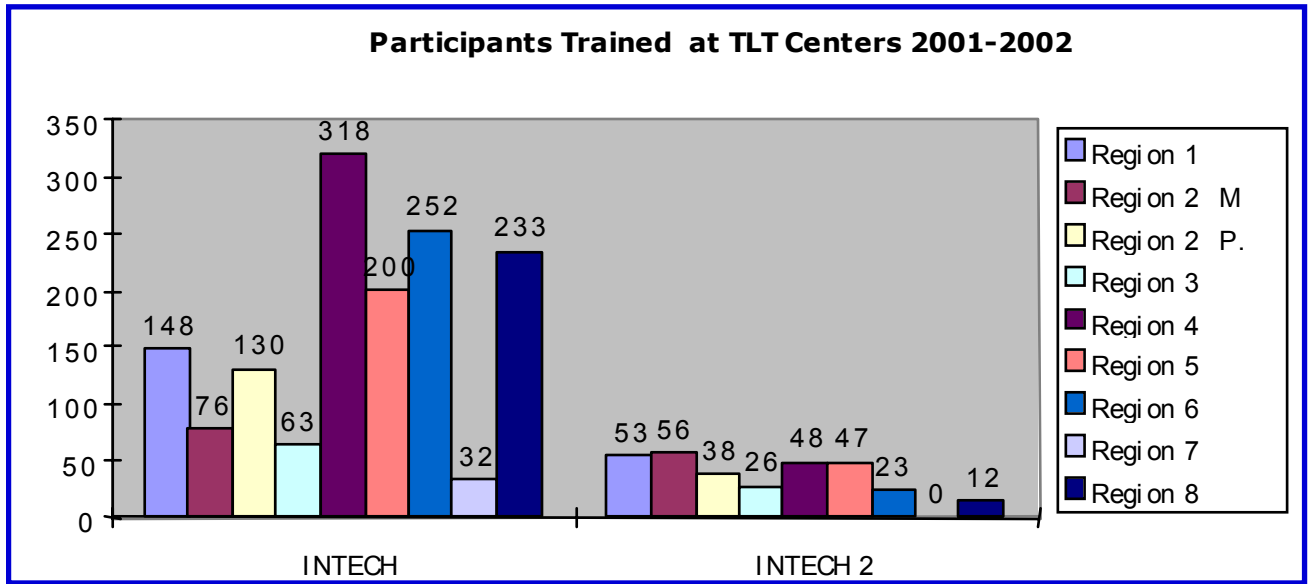
**INTECH and INTECH 2**

*Louisiana INTECH* is an intense, content-rich, hands-on, 56-hour staff development program. The program is an adaptation of the Georgia INTECH model that provides teachers with many examples of effective technology-based strategies that support and enhance curriculum and can serve as a catalyst for fundamental change in overall teaching and learning processes. INTECH teams of teachers learn basic technology skills while focusing on project-based activities that are based upon the *Louisiana Content Standards*. The *K-6 INTECH* model was implemented in 1999 and the *7-12 INTECH* model was developed and piloted during the 1999-2000 fiscal year. Through the *INTECH 2* project, the LCET staff continues to develop models of technology integration for all content areas and grades, with the *INTECH 2 Science* model implemented this year.

Statewide, **1,452** participants received *INTECH* training at the Regional TLT Centers, and **303** completed *INTECH 2* workshops. Details for each Region are shown in **Exhibit 4** below. It should also be noted that the state's Regional Teaching, Learning and Technology Centers (TLTCs) have played a key role in the implementation process of many state technology oriented training programs provided by individual districts and for other training sessions funded by local, state, and federal moneys.

**Exhibit 4**

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**



In addition to providing a multi-media computer lab and meeting space for trainings, TLTCs have provided hands-on application training (e.g. Word, PowerPoint, Excel, etc.) to program participants and one-on-one technical support as needed. TLTC Facilitators and Assistant Facilitators have served as co-instructors at sessions for participants. As seen in **Exhibit 5**, a total of **8,267** participants benefited from the **541** sessions hosted or sponsored by these other groups.

**FIRSTTech**

FIRSTTech is a Framework for Inducting, Retaining and Supporting Teachers with and through technology. It is an innovative approach to new teacher assistance and provides a mechanism for restructuring and implementing components of the Louisiana Teacher Assistance and Assessment Program (TAPP) to allow for increased time for mentoring and for a higher quality of interaction amongst new teachers and their mentors. Thirteen districts/consortia received grants from the TLCF moneys to participate in the program

Districts had to provide each new teacher and his/her mentor with a multimedia laptop computer, Internet connectivity, and an e-mail address, and provide opportunities for online professional development. LCET conducted an orientation and training session for **36** participants in the fall of 2001. Teachers were supported in the development and implementation of the Louisiana components of Effective Teaching. Three persons from each district completed an online facilitator course. Results reported on End of Year Reports for this program can be found on Page 22.

**ThinkQuest Camp**

Louisiana partnered with ThinkQuest, a national organization aimed at engaging students worldwide in its programs as participants learn to assimilate, organize, and share their knowledge with others around the world. Students and teachers learn together as they build content-rich websites to share with their peers around the world. Scholarships, cash, and awards flowed to students and teachers who participated in the program.

LCET provided professional development sessions for educators to enable them to successfully use these resources to support student improvement efforts. Participants

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

learned how to use web-publishing tools such as Flash, Dreamweaver, Fireworks, and PhotoShop, and received guidance on good web page design.

*Librarian's Leadership Initiative*

Though this project will not be implemented until the fall of 2002, a planning session involving twelve attendees was held this year. This project is designed to assist librarians in transforming a school library to meet the needs of the students of the 21st century. As the library evolves with a non-traditional look, it is important that librarians involve themselves in helping to reshape the library in ways that are consistent with the core mission of libraries. The Big Six program developed by Eisenberg and Berkowitz and the work of Jamie McKenzie served as starting points for the exploration of research skills. Features of the Universal Design for Learning (UDL) were utilized. UDL is an approach to teaching and learning and the development of curriculum and assessment that draws on current brain research and new media technologies to respond to individual learner differences. LCET hosted a one-day workshop on the UDL methodology for the planning committee.

*Bridging the Gap through Universal Design for Learning*

In July 2002, a summer institute, "Bridging the Gap through Universal Design for Learning" was offered at LCET. The goals were to: identify principles of UDL, apply UDL strategies to classroom practices, use technologies that support UDL in the classroom, apply UDL to curriculum planning, and develop concrete action plans for the continuous integration of UDL principles.

The Institute was offered in two formats: online and face-to-face, with both including the same content, but presented in a different format. The Division of Special Populations selected district teams to participate in the face-to-face institute, and the online summer institute was open to district and local teams.

Districts that were interested in addressing the challenges of IDEA and learning how to make the general curriculum accessible for all learners were encouraged to participate in the online summer institute. It was suggested that district and/or school-based teams include Special Education Teacher, Regular Education Teacher, Curriculum Supervisor, Special Education Supervisor and Technology Supervisor. School-based teams may also be eligible for the online institute. The school teams had to include: Special Education Teacher, Regular Education Teacher, Administrator, and Librarian/Media Specialist or Technology Specialist.

The online component consisted of weekly assignments, posting to the discussion board, and assigned readings, and one required face-to-face meeting at the Louisiana Center for Educational Technology. Online participants were invited to hear Skip Stahl, co-director of Universal Learning Center, Center for Applied Special Technology (CAST), in the keynote address at that meeting.

*Making Connections*

This project is a standards-based, technology-rich curriculum project developed in collaboration with the Division of Student Standards and Assessment. The "virtual" resource center on the LCET web site contains instructional materials for all grades, plus links to the *Louisiana Content Area Standards*, the *Louisiana K-12 Educational Technology Guidelines*, and the *Louisiana Standards for Distance Learning*

Model lesson plans, web site resources and statewide assessment items are all available at this site for the enhancement of teaching, learning, and technology opportunities in Louisiana's K-12 schools.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

The *Division of Student Standards and Assessments* page has multiple aides for educators to help them understand and use the state standards in their classrooms. For instance, there are links to model course guidelines, Focused-Learning Lessons, web resources, Teacher-to-Teacher Lessons that can be recorded from the Louisiana Public Broadcasting television station. Early Childhood standards, Home Study help, lessons for Character Education and Computer Education, and Publications are all available here. The *Model Lessons for Science* and *Model Lessons for Social Studies* found here were developed to help Louisiana's students prepare for the LEAP 21 tests.

LEADTech

The overarching goal of the *LEADTech* program is to support school and district improvement efforts through a well-defined, coordinated statewide technology leadership initiative that promotes integration of technology in teaching and learning and focuses on increased student achievement. School superintendents, principals and other administrators attended workshops that helped them learn about the new work relationships, different teaching practices, new incentives, and different roles for educators that become necessary with the infusion of technology into classrooms. The program provides over 75 hours of face-to-face seminars, web-based instruction, videoconferencing seminars, and hands-on technology application training workshops. Two state universities provided three hours of graduate credit for successful completion of the online course.

The State Superintendent of Education Cecil J. Picard has demonstrated a strong commitment to the LEADTech program – he was the first individual to register for LEADTech. He has successfully completed the two-day orientation and the eight-week online course. As a result of his participation, he has created an online BlackBoard site to be used as a communication vehicle with superintendents across the state.

In its first year, participants were divided into 5 cohorts for program implementation. Cohort 1, with approximately 40 principals and superintendents, served as the "pilot" cadre beginning in January 2001. Other Cohorts dates were distributed in time and location, with the last beginning in June 2001 and ending August 2002. A total of **695** administrators participated in the 2001-2002 sessions: 574 principals, 11 assistant principals, 47 Superintendents, 3 assistant superintendents, and 60 central office personnel.

Compressed Videoconferencing

In this audio and video method offered through the Statewide Distributive Learning Network, activities are conducted in a "real time" atmosphere. Two or more sites (conference rooms or classrooms) are connected via T1 or ISDN phone lines and everyone in the room can see and hear everything and everyone as it is being said or done ("real-time"). Wall or ceiling mounted cameras, large screen monitors, and "touch-to-talk" microphones are used within a session, which can be used by students and teachers. Compressed Videoconferencing (CVC) is interactive and provides a conduit for sharing information face to face (camera to camera) and is becoming a highly valuable tool in the delivery of training and education to widely dispersed participants.

CVC was used to provide enrichment opportunities, for teachers and other educators by functioning as both a "sender", and a "receiver" of instructional activities and events. A total of **177** public educators and **52** nonpublic educators from 47 LEAs participated in one of three professional development compressed videoconferences: Harry Wong, Skip Stahl, or John Kuglin. Ninety-five percent of the participants rated the CVC activities as satisfactory or better.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**Finding: Federal moneys provided training for teachers for the effective accomplishment of state and national initiatives.**

Through the years, the LDE and LCET have identified areas of greatest need in the training of teachers and school administrators so that state and federal technology goals can be accomplished, then designed professional development programs for them. Accordingly, the Technology Literacy Challenge Funds (TLCF) received from the USDE this year\_were distributed through the competitive grant process in four areas identified as this year's focus: *Continuation Grants for Teaching, Learning, and Technology Centers* and *District/Consortium Professional Development* and New Awards for *High School Technology Leadership* and *FIRSTTech New Teacher And Mentoring Leadership*.

The major purpose of the TLCF grants was to assist school systems in implementing their local technology plans and to ensure that every student in every Louisiana school will be technologically literate in the 21<sup>st</sup> century. In particular, attention had to be given to supporting local school systems' educational accountability and targeted school improvement efforts. Proposals were required to create innovative and effective designs to implement or enhance technology plans and funds had to be used to provide services directly to students.

For recipients of the grants, *End of Year Reports* were completed by technology coordinators from the districts serving as fiscal agent for consortia. All *End of Year Reports* were submitted online. A copy of this form is found in *Appendix F*. The form requested demographic information about the district or consortia and the amount of Technology Literacy Challenge Fund awards. The next section listed the six objectives of the State Technology Plan and requested that technology coordinators submit local goals under the appropriate state goal each fulfilled. For each goal, the measure, method of data collection, source of data, baseline status date, baseline results, current results as of August 31, 2002, and future plans, were submitted. Results reported below are from the 53 grantees that were funded and completed the online reports.

*Teaching, Learning, and Technology Centers Continuation Awards*

Nine regional Teaching, Learning, and Technology Centers (TLTC) established between 1999-2000, were eligible to compete for Continuation awards of \$225,000 each that would allow them to sustain and expand the delivery of professional development training on the integration of technology into a standards-based curriculum. Grants were awarded for a one-year period contingent upon continued funding. The TLTC centers serve as extensions of LCET in nine areas of the state, making training accessible to many more educators. The grants enabled the nine centers to continue professional development efforts this year. TLTC Facilitators participate in ongoing training at LCET four days a month

A common goal for the centers was to provide a well-defined, coordinated regional professional development programs that promote integration of technology in teaching and learning and support school and district improvement efforts that focus on improved teaching and learning. The INTECH and INTECH 2 models were presented at all sites, and some focused strongly on requiring teachers to use the Essential Elements of INTECH in their classrooms. A total of **1,452** participants completed INTECH training at the regional centers and **303** completed INTECH 2. **Exhibit 4** on Page 18 shows numbers of educators receiving training from Regional Center personnel.

Regional Centers also hosted **196** sessions conducted by other entities with **3,690** educators completing training. Statewide, **345** Training Sessions were sponsored by the TLTCs for **4,577** participants. See **Exhibit 5** for numbers in each region. The combined

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

total for all of these sessions is an impressive **9,719** educators receiving training at the federally funded centers.

***Exhibit 5***

<b>Other Training Sessions at Regional TLT Centers 2001-2002</b>				
	<b>Training Hosted by Regions</b>		<b>Training Sponsored by Regions</b>	
	<b>Sessions Hosted</b>	<b>Number of Participants</b>	<b>Sessions Hosted</b>	<b>Number of Participants</b>
Region 1 - Belle Chase	16	276	31	325
Region 2 - Mandeville	13	549	24	336
Region 2 - Plaquemine	4	81	17	221
Region 3 - Gramercy	35	412	12	140
Region 4 - Kaplan	12	270	32	365
Region 5 -Lake Charles	30	590	83	1300
Region 6 - Alexandria	47	827	80	965
Region 7 - Bossier	36	537	34	425
Region 8 - Monroe	3	48	32	500
<b>TOTAL for the State</b>	<b>196</b>	<b>3,690</b>	<b>345</b>	<b>4,577</b>

*District Consortia Professional Development Grants*

Twelve district consortia were awarded funds in this category, ranging from \$86,535 to \$420,000, and all of them conducted intensive professional development activities. A prime objective of districts was to increase student achievement by increasing teacher understanding and expertise in such areas as creating student-centered project-oriented learning environments that are founded on standards-based technology-infused curriculum. One region hired a grant facilitator to give on-site support in region classrooms. Number of teachers participating, teachers' lesson plans, and frequency of technology use, were used as evidence that objectives had been reached. Liaisons with area universities helped to build strong, school-based teams of technology-proficient administrators and teachers and offered technology-rich institutes for pre-service educators and education professors.

*High School Technology Leadership Grants.*

In previous years, most professional development efforts have been directed at elementary level teachers. Last year, the efforts were expanded to include high school teachers with grants for developing training directed at this segment. This year, twenty consortia received \$50,000 each to continue the effort. Projects targeted secondary school redesign, namely an improved secondary school system offering clear multiple pathways for all Louisiana youth, including those choosing to immediately begin full-time employment, those who enter an apprenticeship or a two-year college, or those who pursue a four-year degree. Professional development training for secondary instructors and student technology leadership training to support proposed redesign efforts were integral components of the projects. They were required to incorporate curriculum identified in the Secondary Computer Education Course of Study (<http://www.doe.state.la.us/DOE/lcet/curric/>). approved by BESE.

Districts offered workshops in WebMastering, Computers for Louisiana Kids (CLK), A+, Net+, and Mous+, Health First, and the integration of technology into the curriculum. Teachers attended the Louisiana Association of Computer Using Educators (LACUE)

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

conference and the Florida Educational Technology Conference (FETC), which featured a Health/PE/Technology Track. Twenty core curricular teachers received training in Microsoft FrontPage and the developed class web sites for student and parent use.

Teachers attended INTECH 7-12 workshops, participated in the re-delivery phase, and developed lesson plans that incorporated technology. Many were observed teaching a lesson that incorporated technology. One consortia offered the Harry Wong Effective Teacher online courses for college credit to 71 teachers in the summer and 35 teachers in the fall, which utilized the LCET Blackboard for delivery.

*FIRSTTech New Teacher and Mentoring Leadership Awards.*

This initiative was designed to support new teacher learning and mentor/new teacher interactions. FIRSTTech is a Framework for Inducting, Retaining and Supporting Teachers with and through technology. It is an innovative approach to new teacher assistance and provides a mechanism for restructuring and implementing components of the Louisiana Teacher Assistance and Assessment Program (TAPP) to allow for increased time for mentoring and for a higher quality of interaction amongst new teachers and their mentors. It was estimated that approximately 1/3 of the new teachers in the 2001-2002 year and their mentors would be eligible to participate in FIRSTTech. Districts had to establish a true need based on the number of new teachers, and percent of uncertified teachers (2000-2001), and percent of students in poverty. Districts were identified for awards based on the quality of the district's *FIRSTTech* proposal and the established level of need.

Thirteen districts/consortia received grants from the TLCF moneys to participate in the program, ranging from \$60,000 to \$611,439. Districts had to provide each new teacher and his/her mentor with a multimedia laptop computer, Internet connectivity, and an e-mail address, and provide opportunities for online professional development.

*End of Year Report* data show that all districts did provide laptops, active email accounts and Internet connectivity for the new teachers and their mentors. Laptops allowed them to effectively prepare technology-based lessons and communicate with fellow educators and parents. One district also installed wiring and hubs in all of their schools.

Teachers participated in an online environment, taking courses, productivity classes, and/or INTECH training. Districts stated that they provided support for ongoing professional development of new and mentor teachers, and provided substitutes for teachers to participate in training. Most of the participants completed all requirements of the online courses, and mentors completed an online Facilitator course. Each district set up and maintained a district FIRSTTech Blackboard site, which was used for online discussion, teachers and mentors effectively communicated using technology. New teachers attended INTECH training and most completed all requirements.

Progress was evaluated by several means. Teachers maintained portfolios of professional development activities in addition to critical reviews of their activities and level of participation. They were evaluated with observations, lesson plans, portfolios and online surveys.

Most had to write lesson plans incorporating content standards and the Internet. Teachers' lesson plans and samples of students' work revealed that standards-based technology had been incorporated into the curriculum and provided documentation that technology was being used in instruction. Mentors observed, modeled and used team teaching in technology inclusive lessons addressing Louisiana benchmarks. Some stated that teachers had passed

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

the technology attribute in the Teacher Assistance and Assessment survey, and others gauged success by a reduced the percentage of unacceptable on students' LEAP tests. Pre and Post Awareness Surveys given to students of some *FIRSTTech* teachers showed a small increase in basic technology knowledge. The grants offered the first opportunity for most of the teachers and their mentors to participated in online professional development.

In one district, Technology Integration Specialists observed teachers for integration of technology. Progress toward National Education and Technology goals and state content standards was evaluated by observation of students' work.

*FIRSTTech* and INTECH created much enthusiasm and served as motivators for learning and progression in the use of technology. The grants have positively impacted teachers and the students they teach. Awards provided needed tools to raise student achievement through effective teacher training.

Many feel that the program improved the schools' learning environment and helped them to retain qualified, certified teachers, because most of the new teachers returned in the fall of 2002. One district, however, lost some of the teachers in this program to districts offering better salaries, because of the quality of training they had in the *FIRSTTech* program. Parishes committed a substantial amount of local resources in addition to the grant to ensure that technology would become a seamless entity of education as a whole in their district.

**Finding: Teacher competency in the use of technology for teaching and learning has increased steadily over the five years of the initiative.**

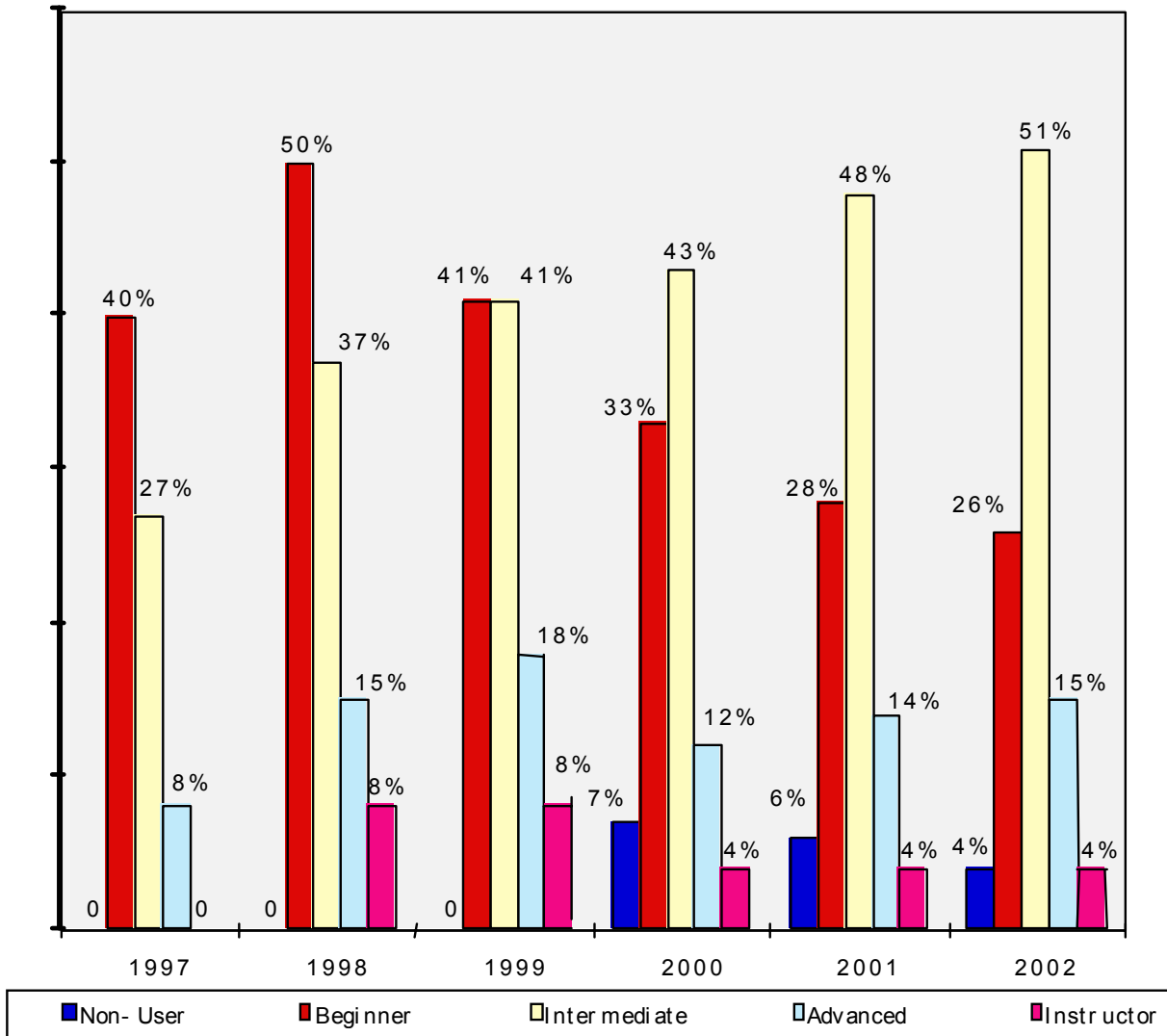
***Exhibit 6*** below shows changes in the skill levels of teachers over the six years of the Initiative as a result of professional development activities. Percentages of beginners are decreasing while Intermediate levels are increasing. The Advanced level shows small gains, but percentages have remained the same in the Instructor category for three years.

Districts are not offering as much release time to teachers for technology training, however, with percentages down from 81% in 2001 to **76%** this year. Along with a steady increase of schools that are requiring teachers to demonstrate technology skills for employment, the percentage that are encouraged to address technology skills in their individual professional development plans has increased significantly. Forty-four percent (**44%**) did so this year, up from 12% last year.

**Exhibit 6**

**Skill Levels of Teachers**

**in the Use of Technology in Instruction - 1997 - 2002**



**Finding: Schools and districts are providing assistance to teachers for integrating technology into the curriculum.**

Approximately **72%** of public schools provide assistance to teachers in integrating technology into the curriculum, the same reported last year in spite of decreased funding. Fifty-eight (**58%**) of public schools reported having a school-based person responsible for supporting teachers and assisting them with the integration of technology into the curriculum, while **87%** have persons who are not school-based, such as district or classified staff members. A significant increase is evident in the use of the TLTC Regional Centers in providing support for teachers, with their support increasing from seven to **27%** in three years.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**Finding:** Schools and districts are providing assistance to teachers for the maintenance and support of hardware and software.

To assist teachers with technical maintenance and support of hardware, **48%** of the schools are providing a school-based person for these duties, with full-time positions increasing 3 percent this year. Most districts, **94%**, have hired maintenance and/or support personnel, and 73% of them are full-time employees.

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***Evaluation Theme 4 : More teachers and students have modern computers in their classrooms.***

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**Finding:** Although individual schools and districts received no technology funding this year, the number of computers in classrooms has increased significantly.

Schools have made remarkable progress in this area, with 58% of public schools having at least one Power PC/Pentium class multimedia computer in every instructional room. District data showed that 39% had these computers in every classroom, an increase of 24% in three years. Statewide, only 9,056 instructional rooms still do not have at least one of these modern computers. Districts purchased four times as many computers as last year, a total of 22,031. At the school level, 3,406 computers were purchased with school funds.

There are **118,740** Power PC/Pentium class computers in the state's public school instructional rooms, which include classrooms, computer labs, and Library/Media Centers. The average number of these computers in instructional rooms increased again this year, from 58 to **82** in three years. Public schools budgeted **\$2,286,719** for computer hardware and peripherals this year, about one-third more than last year. Districts spent **\$19,516,565**, about the same as last year.

**Finding:** Classroom computers and other technology components for school classrooms were purchased with Federal TLCF grant moneys.

Some grantees receiving High School Leadership and FiRSTTech Grants provided computer packages and/or laptops to participating teachers, while some purchased complete labs of computers, servers, projectors and printers. One purchased a Cisco Network Academy lab for a students' practice lab. Teachers completing INTECH training usually received computers for their classrooms.

Likewise, teachers and mentors in the *FIRSTTech* programs each receive laptops for lesson planning, teaching and communicating with mentors and other educators.

Districts reported large purchases of computers, laptops with Professional Development Grants, and many showed impressive decreases in their student to computer ratios after the purchases.

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***Evaluation Theme 5 : More classrooms are connected to the information highway.***

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**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**Finding:** Although the percentage of schools with Internet access has remained at 94% for four years, Internet access has increased in instructional rooms for each of the last three years.

The average number of computers with Internet access in instructional rooms, labs, and library/media centers was 45.68 in 2000 and **76.22** in 2002, an admirable gain. Ninety-seven percent of districts are providing Internet services through wide-area networks (WANs), and most have connected all schools in their districts. Connections to the Internet by direct link have steadily increased through the years, with 76% of the schools now using T1 lines.

District budget amounts for Telecommunications (Internet, Long Distance, etc.) almost doubled in three years, with reported spending of **\$11,280,485** last year. Schools spent another **\$35,522.13** on Internet, long distance charges, and other telecommunications expenses.

**Finding:** E-rate discounts have helped reduce the ratio of students to computers connected to the Internet over the last three years.

Ninety-two percent of districts applied for the E-rate discount and received a total of **\$31,851,356** this year. These discounts, which range from 20% to 90% depending on level of poverty and the urban/rural status of the population served, assist schools and libraries in obtaining affordable telecommunications and Internet access. E-rate discounts, were granted to districts for networking, Internet, and long distance expenses incurred by schools. They have provided much needed funds in these areas for several years, and were especially welcome this year when the state and federal technology funds were significantly reduced.

In the 1998-1999 school year, only 24% of the computers in classrooms had Internet access. By the end of the 2001-2002 school year the percentage had tripled, with **76%** of schools reporting these connections this year. In 1999-2000, the value of E-rate discounts for Louisiana districts was approximately five times more than the funds available from state, district and local sources. In 2000-2001, E-rate discounts provided almost seven times more than the funds available from other sources. This year, E-rate discounts were almost triple the amount budgeted by districts for Telecommunications. As shown in **Exhibit 7**, an impressive total of **\$139,774,572** was spent on connecting Louisiana classroom computers to the Internet over the last three years, and over **82%** of the funds used were from E-rate discounts. The student to computers with Internet Access ratio decreased from 11: 1 three years ago to **6.6: 1** this year. Computers in instructional rooms, computer labs, and Library Media Centers with Internet access were used to compute the ratios.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

***Exhibit 7***

	Districts Budgeted for Telecommunic ations	Schools Budgeted for Telecommunic ations	Totals Budgeted by Districts and Schools	E-rate Discounts	Total
1999-2000	\$ 6,683,033	\$ 95,802	\$ 6,778,835	\$ 33,833,413	\$ 40,612,248
2000-2001	\$ 7,475,028	\$ 76,256	\$ 7,551,284	\$ 48,443,677	\$ 55,994,961
2001-2002	\$ 11,280,485	\$ 35,522	\$ 11,316,007	\$ 31,851,356	\$ 43,167,363
<b>TOTALS</b>	<b>\$25,438,546</b>	<b>\$ 207,580</b>	<b>\$ 25,646,126</b>	<b>\$114,128,446</b>	<b>\$139,774,572</b>

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***Evaluation Theme 6: Effective and engaging software and online resources have become an integral part of Louisiana school curricula.***

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**Finding: LCET is providing extensive online resources for students and teachers.**

*Online Database Resources*

The Louisiana Department of Education, through LCET, is offering all Louisiana public and non-public schools free unlimited access to quality information resources through their K-12 Online Database Resources via the Internet at <<http://www.doe.state.la.us/DOE/LCET/k12onlinedb.htm>>. Offerings include a collection of subscription-based products from the Gale Group and World Book, Inc., funded by moneys appropriated by the state legislature. They offer reference resources to teachers and students. Through this exciting project Louisiana schools can access more than 1.7 million full-text magazines and newspaper articles, full-color maps, and 14 reference books. They can locate current links through thousands of editor approved web sites and periodicals and get "Plug-Ins" to use videos, audio and 3D bubble views for enhancing the learning experience, and as "Homework Helpers" for help when conducting research, writing reports, and for oral presentations. All resources can be retrieved from school or home 24 hours a day, 7 days a week.

*Statewide Distance Learning Network (SDLN)*

The goal of SDLN is to improve student achievement by providing students and teachers the opportunity to access needed courses and appropriate curriculum and enrichment programs utilizing the telecommunications systems. Students are provided access to BESE-approved core curriculum courses required for university admission, Louisiana Tuition Assistance Plan, Tuition Opportunity Program for Students (TOPS), and Advanced Placement (AP) courses.

The *Louisiana Virtual School* offered courses via Web-based, Audiographic, and Satellite delivery during the 2001-2002 term.

- *Web-based Instruction*: In this approach, all course activity occurs online using course development and delivery software that integrates Internet and web-based resources. Students access their courses via computers and the Internet. Online class activity

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

resembles face-to-face classes in many ways: A teacher typically organizes the material, describes the sequence, establishes the pace, determines the readings and other assignments and facilitates learning. Online courses are asynchronous and place-independent; students may live in different cities or even different countries from one another and the instructor. Along with online course materials, textbooks and other online and off-line resources are combined with large and small group discussions, and individual or group projects. A total of **343** students participated in 18 courses via Web-based instruction, taking courses such as Conceptual Physics, Latin, Spanish and Survey of the Arts, with **302** completing them.

- *Audiographic (Telelearning):* In this audio and computer-based approach, classes are conducted on a statewide network of computers connected by standard telephone lines. Computers allow teachers to send graphics and pictures to the students and serve as an interactive chalkboard for the class. Each computer is wired with a microphone, which permits vocal communication in the classroom and provides students an opportunity to ask questions and respond to the teacher at any time. A large number of students completed foreign language classes, for example, 52 in French I, 102 in French II, 430 in Spanish I, 353 in Spanish II. Others completed courses in Advanced Math, Calculus, and Survey of the Arts. In all, **1,161** students were able to complete courses via this distance learning method.
- *Satellite:* In the video-based method, classes are conducted on television and delivered via satellite to participating students throughout the state. Many satellite providers are now integrating a web-based component into their program.

Providers included Oklahoma State University, offering two German classes to StarNet, offering Aquatic and Marine Science courses, Latin, German, Spanish, Music History and other courses to **175** Louisiana students.

Through the Southeastern Regional Center (SERC) **14** students completed Advanced Placement courses in Calculus and Physics, while **90** students participated in several foreign language and science courses. The Georgia Public Broadcasting's Peach Star satellite courses provided classes in Japanese for **52** students.

In all, **1,839** students completed BESE approved distance learning courses for credit. Partnerships with the Apex Learning Inc. and the Florida Virtual School provided more sources for Advanced Placement classes.

Low-income students wishing to participate in Advanced Placement courses via the Internet were afforded *Advanced Placement Incentive Program (APIP)* awards made available from a USDE grant. In addition to providing access to the AP classes for **156** students, the grants also paid test fees for **403** eligible students.

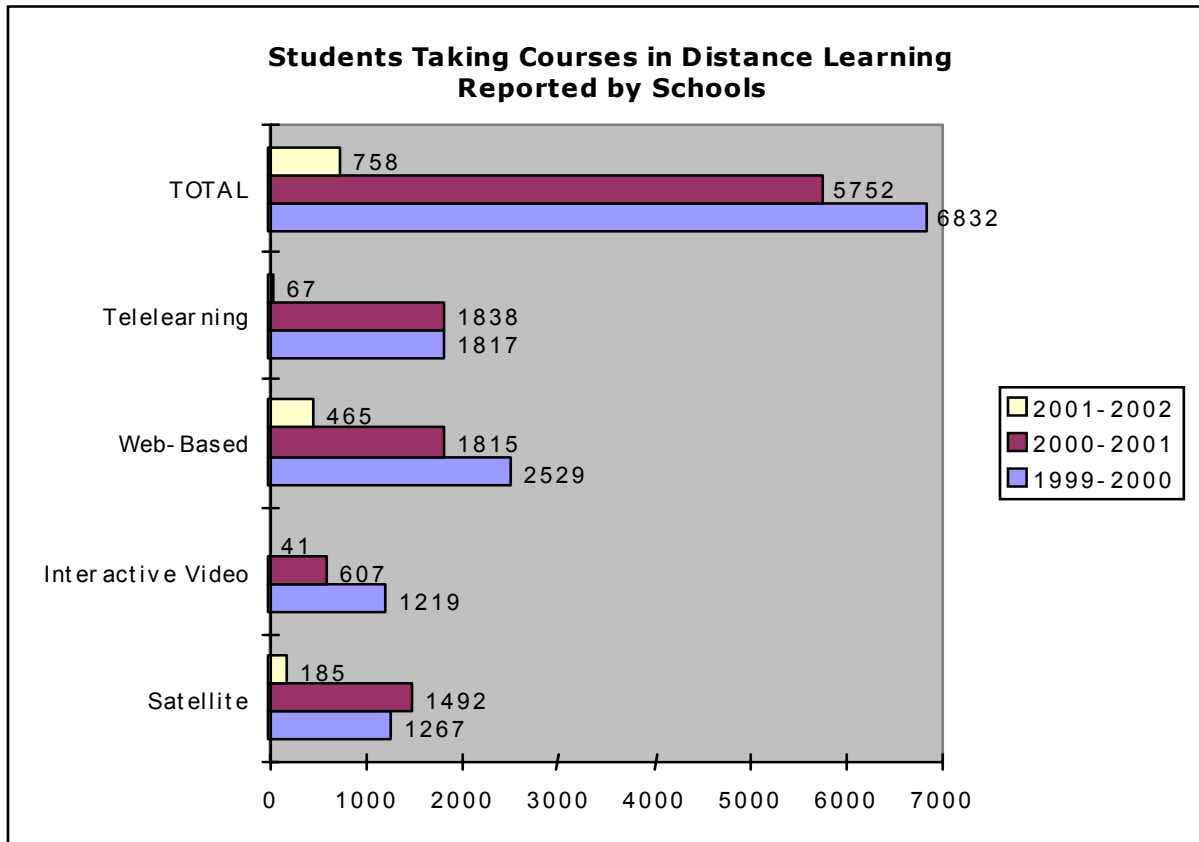
**Finding: Student participation in Distance Learning- decreased drastically even though opportunities and provisions by the state, districts and schools increased considerably.**

In spite of increased online offerings of approved courses, only ten percent (**10%**) of schools in the state report that their students participate in Distance Learning, down from eleven percent last year. It appears that students can enroll at either the school or district level, because the numbers of students reported by each differs widely. Schools reported that **758** students were taking Distance Learning courses, while districts reported **2,730** doing so. **Exhibit 9** shows students reported on School Surveys. Most students, about

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**62%** of them, took web-based courses. The average number of students per school that participated in distance learning was down to 3.66 from 3.91 last year and 5.11 in 2000.

**Exhibit 8**



The percentage of districts providing Distance Learning for students remained the same as last year, **67%**, while the number of students participating in them dropped drastically, with only **2730** students participating this year, compared to 3,667 last year. The districts offered almost equal amounts of satellite, web-based, and audiographic courses, about **33%** each. Schools, however, reported on the Technology Surveys that only **754** students had participated in Distance Learning. (See Appendix H)

The differences could possibly be due to one or more the following reasons:

- 1) School technology coordinators who complete the online surveys are not aware of all of the students enrolled in distance learning courses.
- 2) On District Technology Surveys, districts are including students who participate in distance learning through teacher created lessons, not just those taking distance learning courses for a Carnegie Unit from a distance learning provider.
- 3) Districts are paying for some courses with their own funds.
- 4) The number of students who enrolled in Advanced Placement courses offered by APEX and FETC, which are not counted in the state tabulations.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**Exhibit 9**

<b>Comparison of Distance Learning Reported by Schools, Districts, and LCET</b>			
	School Surveys	District Surveys	LCET Survey
Satellite	185		376
Interactive Video	41		
Web-Based	465		302
Audiographic	67		1161
<b>TOTALS</b>	<b>758</b>	<b>2730</b>	<b>1839</b>

This is a serious matter requiring investigation. It seems crucial to apprise technology coordinators and school and district administrators of the differences in these reports, and to encourage them to complete surveys and reports with seriousness and accuracy. It is evident that either misconceptions occurred or one or more parties made errors, and it is important for the LCET staff to collect correct data from all parties and report the new figures in an addendum to this report.

**Finding: LCET is providing extensive online curriculum resources for teachers and administrators.**

The State Department of Education is constantly adding and updating online guides and resources that can be used for effective teaching and planning. For instance, the *Louisiana Content Area Standards* have been posted online for several years and the *Louisiana K-12 Educational Technology Guidelines* were adopted and made available online this year at <<http://www.doe.state.la.us/DOE/lcet/curric/cats.asp>>. Both are required components of any lesson and unit plans developed for state training sessions, such as INTECH and Making Connections.

*Louisiana Standards for Distance Learning*, which are posted at <<http://www.doe.state.la.us/DOE/lcet/curric/cats.asp>>, were adopted in the 2000-2001 school year and utilized in course development this year. The intent is to ensure high quality education programs through available technology.

The *Louisiana Components of Effective Teaching* and *Strategies for Effective Teaching* are available at <http://blackboard.lcet.state.la.us/courses/TEACHEVAL/>. Administrators undergoing LEADTech training find these especially useful in their coursework and local planning efforts are reaping the benefits. An extensive list of links on the LEADTech web site <<http://www.lcet.doe.state.la.us/leadtech/>> titled "Online Resources" provides easy access to valuable information for planning, implementing and evaluating technology implementation efforts in the state.

*Marco Polo: Internet Content for the Classroom* is a consortium of premier national education organizations, state education agencies and the MarcoPolo Education Foundation. The state's partnership with this group provides access to daily classroom planning materials, brief and extended lesson plans, reviewed and expert-approved links to related high-quality sites, and powerful search engines, all provided by some of the most well-respected educational content organizations in the country. Besides teacher resources, the web site offers professional development opportunities and a "State Network" link where curriculum materials based on each state's standards are found. Over 500 MarcoPolo Lesson Plans have been aligned to one or more of the Louisiana state standards. The organization has also conducted training sessions in the state, a total of **2,885** educators

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

received training in 2001 and 2002. Over **54%** of the teachers trained said that they used the Marco Polo lesson plans monthly, and **36%** used them weekly.

The *Making Connections* project is a standards-based, technology-rich curriculum project developed in collaboration with the Division of Student Standards and Assessment. The "virtual" resource center on the LCET web site contains instructional materials for all grades, plus links to the standards described above. Model lesson plans, web site resources and statewide assessment items. Sixty-seven percent (**67%**) of schools reported that their teachers were utilizing this site, up from 47% two years ago. The *Division of Student Standards and Assessments* page has multiple aides for educators to help them understand and use the state standards in their classrooms. For instance, there are links to model course guidelines, Focused-Learning Lessons, web resources, Teacher-to-Teacher Lessons that can be recorded from the Louisiana Public Broadcasting television station. Early Childhood standards, Home Study help, lessons for Character Education and Computer Education, and Publications are all available here. The *Model Lessons for Science* and *Model Lessons for Social Studies* found here were developed to help Louisiana's students prepare for the LEAP 21 tests.

**Finding: Teachers are using web resources for instructional support and activities.**

Ninety-seven percent (**97%**) of public schools reported that their teachers utilized web resources for instructional support and activities and more of them are using school and district web pages and the *Making Connections* web site than last year. Eighty-six percent (**86%**) of public school teachers reported using the Louisiana Department of Education Web site, **87%** used online libraries and databases, and **93%** used other Web sites. Over the last three years, large increases in percentages in every category reported reveal much interest and advancement in the use of web resources. Sixty-seven percent (**67%**) of districts provided distance learning for their students.

The Louisiana Center for Educational Technology reported that **1,839** students had completed BESE approved Distance Learning courses required for Advanced Placement, TOPS scholarships, Louisiana Tuition Assistance Plan, and university admission.

**Finding: Purchase of software by schools for use in instructional rooms almost doubled this year and increased slightly at the district level.**

Louisiana public schools spent **\$693,694.51** on software in the 2001-2002 school year, a 44% increase from last year. Seventy-six percent (**76%**) of them reported that they had purchased software for use in instructional rooms. District outlays for software amounted to **\$4,787,013** this year, approximately \$375,000 more than last year.

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***Evaluation Theme 7: Schools and districts are engaging in long range planning for technology in the schools.***

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**Finding: One hundred percent of districts and ninety-four percent of schools in the state have Technology Plans.**

Long-range planning for technology has been instrumental to the tremendous gains since the statewide technology initiatives began in 1997. Long-range District Technology Plans

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

were required in the Application for TLC funds, so **100%** of the districts answered affirmatively to this question. Almost 60 percent of the Districts have five-year plans and **59%** of them revised the plans in the last two years.

Concerning School Technology Plans, **88%** of schools reported having them and **43%** wrote plans for two to four years. Both figures are slightly down this year.

**Finding: Schools and districts are contributing more each year towards the accomplishment of State and National Technology Goals.**

There is evidence that districts are slowly assuming major responsibility for funding technology, with **75%** of districts using District Line Items and **39%** having Site Based Line Items for technology in their technology budgets. Ninety-four percent of districts use federal funds, but state funding was down, since districts received no direct allotments this year. There were increased percentages for the use of capital funds, loans, and other sources for technology funds. Districts budgeted **\$67,576,588** for instructional and administrative technology in 2001-2002 and increase of almost \$2.5 million.

Only **24%** of schools have school technology budgets, though this is an increase over last year. The total budgeted for technology from funds generated by the schools, such as PTO funds, amounted to **\$4,094,828.52**, and increase of over \$1.3 million, indicating a very strong interest and commitment to the integration of technology into the teaching and learning process.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**SUMMARY**

The Louisiana Technology Initiative began in 1987 with the use of funds from the Louisiana Educational Quality Support Fund (LEQSF), commonly called the 8(g) fund. In the 15 years since then, additional funds were allocated by the state and more were received from the federal government to continue the purchase and implementation of technology in schools. In 1997, the state legislature created the Classroom Based Technology Fund (CBTF) with a \$38.2 million allocation. In following years, allocations from that fund were \$24,150,000 in 1998 and \$14,037,250 in 1999, and \$2,430,076 in 2000. From the federal government, Louisiana received a \$5.3 million allocation from the Technology Literacy Challenge Fund (TLCF) in 1997. Additional allocations of \$10,272,800 in 1998, \$10,592,272 for the 1999-2000 school year, and \$10,155,611 in 2001 were received. The state legislature provided no CBTF funds for the 2001-2002 school year.

The Louisiana Center for Educational Technology (LCET) was created within the Louisiana Department of Education to administer the funds and carry out the mandates of the granting agencies. Louisiana continues its commitment to improve education through the integration of technology and learning through the awarding of these grant moneys to continue efforts to carry out the State Educational Technology Goal: All educators and learners will have access to technologies that are effective in improving student achievement.

In concert with the state technology goal, the four national goals also serve as a driving force in the development of state, district, local and school plans. The federal goals are: 1) All teachers will have training and support they need to help all students learn through computers and through the information superhighway; 2) All teachers and students will have modern computers in the classroom; 3) Every classroom will be connected to the information superhighway; and 4) Effective and engaging software and online resources will be an integral part of every school curriculum. These goals provided direction for schools and districts in the development of their proposals, as well as the backbone of the evaluation instruments used to collect data on the accomplishment of applicants' goals.

Four online data collection instruments were designed to accommodate the needs of the state and federal granting agencies, and to provide immediate feedback to participants. For all instruments, questions were clustered around state and national goals, to provide indicators of the level of attainment of each. As school systems addressed the six objectives of the State Technology Plan and the four National Goals, it was obvious that their strategies and accomplishments in 2001-2002 were guided by these goals.

The availability and extent of the use of technology in state schools is always important to stakeholders. The Louisiana District Technology Survey and the Louisiana School Technology Survey collected data on these fronts. In June 2002, the student to computer ratio for public schools was 4.9:1, when considering all types of computers. The state has reduced the ratio from 8:1 in 1997, and this year surpassed the National goal of 5 students to each computer. For the non-public schools the ratio was 5.9:1. When only high-end computers are considered, the ratio is 6:1 for public and 6.5:1 for non-public schools. The state has made remarkable progress in this area, decreasing the ratio from 48:1 for both public and non-public schools in 1997.

The percentage of computers with Internet access increased in 2002 to **76%** from 67% in 1999 for public and to 84% from 79% for non-public schools. Ninety-four percent (**94%**) of the public schools have Internet access, almost doubling the rates in 1997. Internet connections via direct link increased from 93% to 95% for public schools this year.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

The percentage of public school teachers at the Beginner level in using technology has dropped from 50% in 1999 to 26% in 2002. The Intermediate levels of 51% showed a small gains, but Advanced levels increased and Instructor percentage levels remained the same compared to last year. Concerning training and support for teachers, 72% of public and 58% of non-public schools reported having a person responsible for supporting teachers and assisting them with the integration of technology into the curriculum. The same percentages, 71% public and 65% non-public, have a person who helps to maintain and support hardware and software in the schools. Eighty-six percent (**86%**) of public schools are now requiring that teachers demonstrate technology skills for employment at their schools.

Data on the number of students participating in distance learning revealed that **1,839** of the state's public school students participated in BESE approved distance learning courses for credit. Most were taking courses via Web-based learning and telelearning. A smaller number participated in satellite classes. The percentages of schools with students who participate in distance learning and the percentages of teachers who participate in distance learning both showed rather large decreases in both 2001 and 2002. However schools and districts are providing other resources. Public schools budgeted a total of \$4,094,828.52 for technology, which included computer hardware and other peripherals, software, professional development, telecommunications, networking, distance learning, and service and support. At the district levels, public school technology budgets totaled \$67,576,588. In addition, technology coordinators reported the dollar value of their E-rate discounts to be \$31,851,356 for the 2001-2002 school year.

Long-range planning for technology has been instrumental to the tremendous gains since the statewide technology initiatives began in 1997. Since long-range District Technology Plans were required in the Application for CBTF/TLCF funds, 100% of the districts have had them for several years. Table 1 contains data from six years of technology surveys.

The Evaluation of Training Form provided feedback on technology training sessions that occurred during the 2001-2002 school year. Some data from this form was lost due to technical problems at LCET, so accurate comparisons cannot be made to previous years.

End of Year Reports were completed by TLT Centers and district consortia receiving professional development grants. As school systems aligned their goals, measures, and results with the six objectives in the state technology plan and the four national goals, it was obvious that their accomplishments were impressive. More districts and schools chose to gauge goal attainment with student achievement measures than in previous years.

Teaching, Learning, and Technology Centers (TLTCs) and twelve district consortia received Continuation Grants to complete professional development endeavors begun in 2000-2001. At the TLT Centers, **9,719** educators participated in LA INTECH, INTECH 2 and other sessions, dramatically increasing the number of educators trained and maximizing the moneys spent on professional development.

Professional Development Grants were offered to consortia of districts, dioceses and universities on a competitive basis for developing innovative programs for training educators. High School Leadership grants focused on school reform for meeting needs of all students, including those who will not attend college. FIRSTTech grants established mentor relationships for first year teachers, provided them with laptop computers, Internet connectivity, and online courses. End of Year Reports show that both programs accomplished their goals and were successful.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

The Louisiana Technology Initiative for 2001-2002 has demonstrated a significant gain compared to previous years. In the first five years, the Initiative was very successful in placing technology into classrooms, and providing rich resources and training for faculties and staffs. In this sixth year, tremendous gains have been made in professional development of all educators for integrating technology into curricula and for using that training as a reform agent for all teaching and learning in Louisiana. State accountability plan measures, especially student achievement scores, appeared in plans and goals more than ever before, indicating that many districts and schools have the hardware and trained personnel in place, and are now focusing of real changes in teaching and improvements in student performances.

The Governor, Legislature, Board of Elementary and Secondary Education, Louisiana Department of Education, Louisiana Center for Educational Technology and participating businesses and industry are to be applauded for their vision, leadership, funding, and active support of this Initiative. The school children of Louisiana are the benefactors of this continuing program, and in subsequent years, the State at large. In order for this Initiative to support the State Accountability Plan, the stakeholders must continue to fund purchases of hardware and software, provide facilities, opportunities and funding for professional development and ensure that universities provide pre-service teacher education programs and partnerships with practicing teachers that ensure appropriate content area knowledge and skills to integrate technology into the curricula.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

**RECOMMENDATIONS**

1. LCET and the Louisiana Department of Education is encouraged to make optimum use of the comprehensive databases of information collected from the online surveys completed this year. By continuing to develop queries, new insights can be made into causes and correlations that did or could affect the attainment of state and national technology goals.
2. Technology coordinators should be encouraged to study and use data from the School and District Technology Surveys, Evaluation of Training Forms, and End of Year Reports to determine deficiencies, areas of need, and efficient budgeting of future Technology Initiative funds. If necessary, workshops should be designed for teaching participants how to develop queries and analyze the results. This would enable local planning teams to better focus on explicit needs of their districts or schools, as well as help to efficiently accomplish state and national technology goals.
3. The LCET staff is encouraged to work closely with Applicants for CBTF/TLCF funds to help them develop more measurable goals, and make sure that measures and expected results relate to those goals. They should be encouraged to measure goal attainment with student achievement indicators whenever possible or relevant. Some may need assistance in this area during the Review Process.
4. The Technology Initiative should become a primary partner in State Accountability Plan activities at the district and school levels. Seek ways to merge the two in ways that accomplish the mutual attainment of improved student achievement, so that goals of both programs are accomplished simultaneously. Towards this end, it would be helpful to encourage more districts to use the Louisiana K-12 Technology Guidelines when planning goals, and designing curriculum and evaluation measures. Also, districts and schools should be required to revise their technology plans to reflect changes in the State Technology Plan.
5. Professional development of educators must continue, not only in technology, but for upgrading content area knowledge as well. Continue to develop INTECH 2 professional development initiatives for all content areas and grade levels.
6. Continue to offer sessions for state and district administrators, such as LEADTech, that equip them with technology and leadership skills to optimize the effective integration of technology into state and district curricula.
7. LCET should continue to provide the means and training for programs that are especially suited to, or only possible through, technology. This would include the distance learning projects, such as the Louisiana Virtual Classroom, Internet courses and degree programs for educators, and online databases and services that are offered free to teachers and students through state contracts with the providers. Expand the Distance Learning initiative, and move forward toward Web-Based Learning environment for both students and teachers, while phasing out older formats, such as Telelearning and Satellite.
8. Continue to strengthen partnerships with universities at both the state and district levels, and share resources for better preparation of pre-service teachers. This would help insure that pre-service teachers are technology literate and ready to appropriately use technology when they enter the classroom, and reduce the amount of funding needed for training the active teaching force.

**Exhibit 2 - Continued**  
**Data from QED Reports and Louisiana Technology Surveys**

9. As this report shows, substantial progress is being made by districts, schools, and the state towards attainment of the State and federal technology goals. The present student to computer ratio of 4.9:1 statewide has surpassed national goal of 5:1, but is far below it in many districts, schools, and classrooms. Rural areas are especially needy. The Legislature needs to continue to fund the Classroom Based Technology Fund, not only to forge ahead with new products and programs, but also to provide moneys for maintaining and updating the present technology and professional development programs.
10. The State Department of Education should continue to seek TLCF grants and other federal funds, and CBTF moneys from the state. The Louisiana Technology Initiative is beginning to make measurable differences not only in the integration of technology into curricula, but in the state's school reform efforts as well, through the professional development activities funded primarily with the federal funds. Continuation of these efforts at this point is crucial.

# **Appendix A**

## **Louisiana's Technology Literacy Challenge Fund State Grants**

### **Application Packet for Continuation Awards 2001-2002**

**Louisiana**

**Technology Literacy Challenge Fund State Grants  
CFDA/SUBPROGRAM NO:84.318x**



**Application Packet**

for

**Professional Development/Leadership Grants**

Teaching, Learning, and Technology Center Continuation Grant  
District Consortium Professional Development Continuation Grant  
2001-2002

Louisiana Department of Education  
*Cecil J. Picard, Superintendent*

May 2001

## 1.0 INTRODUCTION

During the 2000-2001 award cycle of Louisiana's Technology Literacy Challenge Fund (TLCF), two-year continuation grants were awarded to nine (9) Teaching, Learning, and Technology Centers (TLTCs) and twelve (12) District/Consortium Professional Development Grants. Grants were awarded for a two-year period contingent upon continued federal funding, successful implementation of Year One initiatives, and submission of appropriate documentation following Year One.

Each TLTC serves as an extension of the State's Louisiana Center for Educational Technology, provides technology integration training opportunities for teachers from every district in the state, and fosters collaboration with and among universities and RESC. The TLTCs are geographically distributed across the state, including one in each region. The list below identifies the LEA serving as the fiscal agent for each TLTC and the region being served by the TLTC:

St. Charles Parish Schools	Region 1
Iberville Parish Schools	Region 2
St. Tammany Parish Schools	Region 2
St. James Parish Schools	Region 3
Vermilion Parish Schools	Region 4
Calcasieu Parish Schools	Region 5
Rapides Parish Schools	Region 6
Bossier Parish Schools	Region 7
Monroe City Schools	Region 8

The District/Consortium Professional Development Grants provide funding for technology integration professional development opportunities that target the needs of the particular district(s). The 2000-2001 grants included three single district awards and nine consortium awards. District awardees included Desoto (\$90,000), Lafourche (\$86,535), and Terrebonne (\$90,000). Consortium awardees included (a) Calcasieu, with Allen, Beauregard, Cameron, and Jefferson Davis (\$263,000); (b) East Baton Rouge, with Iberville, Pointe Coupee, West Baton Rouge (\$420,000); (c) Franklin, with Caldwell, Concordia, Jackson, Lincoln, Madison, Morehouse (\$420,000); (d) Livingston, with St. Helena, East Feliciana, West Feliciana (\$397,400); (e) Rapides, with Avoyelles, Grant, LaSalle, Natchitoches, Sabine, Vernon, Winn (\$323,000); (f) St. John the Baptist with St. James (\$190,000); (g) St. Tammany, with Bogalusa City (\$190,000); (h) Tangipahoa, with Washington (\$190,000); (i) Vermilion, with Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin (\$420,000).

This application packet provides specific information required for continuation funding of TLT Centers and District/Consortium Professional Development Grants awarded in 2000.

## 2.0 GENERAL INFORMATION

### Eligible Applicants

TLT Centers and District/Consortium Professional Development grant recipients from school year 2000-2001 may apply for funding continuation for a one-year period. Each TLT Center is eligible for a maximum amount of \$225,000.00. Each District/Consortium Professional Development awardee is eligible for an amount not to exceed the amount awarded in 2000-2001. [If the number of districts participating in a consortium is less than in the previous year, then the amount of the award will be reduced to be in alignment with the following schedule: individual district, \$90,000; two-district consortium, \$190,000; three-district consortium, \$300,000; four-district (or more) consortium, \$420,000.]

Grants will be extended for a **one-year period** contingent upon successful implementation of Year One (2000-2001) initiatives, submission of appropriate evaluation materials for Year One activities, and additional requirements of this application.

### Length of Funding

Technology Literacy Challenge Funds must be expended by August 30, 2002.

### Technical Assistance

Staff from the Louisiana Department of Education's Center for Educational Technology is available to give technical assistance to school systems. All questions regarding TLCF Continuation Awards should be directed via e-mail to [tlcpdgrant@iltc.doe.state.la.us](mailto:tlcpdgrant@iltc.doe.state.la.us). Questions will be answered via e-mail only. The window for questions begins on Wednesday, May 30, 2001, and ends on Monday, June 15, 2001.

## 3.0 APPLICATION PROCEDURES

### Deadline Dates

All completed applications requesting continuing funding must be **received** by the Louisiana Center for Educational Technology, Louisiana Department of Education by **4:00 p.m., June 18, 2001**. Applications must be mailed or delivered to the following:

Sharon Southall  
Louisiana Center for Educational Technology  
2758-D Brightside  
Baton Rouge, LA 70820.

**Applications received after that date and time will not be accepted.** Applications will not be accepted via fax or e-mail transmission.

### Application Components

A TLCF Continuation Award application is complete when it contains not only the items referenced below but also the original signed copies of all of the applicable forms. Items should be assembled in the following order:

- An application COVER PAGE (Form 1) with authorized signatures
- A PROJECT EXECUTIVE SUMMARY for 2001-2002 (Form 2)
- A revised PROJECT EVALUATION CHART (Form 3)
- Budget Summary Form (SDEB-1) and Budget Detail Form (SDEB-1A)
- Budget Narrative
- A disk copy of all of the above elements.

### Application Format

The application is to be typed with a font of no less than 12 points. Pages should be numbered consecutively, starting with the cover page (#1) and continuing to the end of the application.

Each application packet is to consist of one (1) original signed proposal and three (3) copies. The proposal with original signatures should be clearly marked *original* and each duplication should be clearly marked *copy*. The proposal marked *original* should be clipped with a binder clip. The remaining three copies must each be stapled.

### Application Review

Continuation applications will be reviewed by an LDE review team. Applications must contain all required components and must demonstrate successful implementation of the previous year's grant.

Review teams will rate each proposal in one of the following categories: (1) Recommended for Continuation Funding; (2) Recommended for Continuation Funding with Contingencies; and (3) Not Recommended for Continuation Funding. Project coordinators for those proposals that are recommended for funding with contingencies will be asked to prepare written responses to the concerns identified by the review team. These responses will be used in determining final funding recommendations.

Recommendations of the review teams will be submitted to the State Technology Advisory Committee and to the State Board of Elementary and Secondary Education. An announcement award letter from the State Superintendent will be sent to system superintendents once the applications have been approved by the State Board of Elementary and Secondary Education. Systems may not expend funds until they have received their final approval letters from the State Superintendent.

### Statewide Evaluation Responsibilities

All TLCF awardees are required to participate in all statewide evaluation efforts related to the technology initiative. As a minimum, successful applicants and each individual district impacted by the awards will be expected to complete and submit the following:

### *State Technology Survey*

The State Technology Survey is available online at <http://www.lcet.doe.state.la.us/submissions/> in the spring of the school year. A survey must be completed at the school-level and district-level before **May 31, 2002**.

### *Technology Training Evaluation*

Every participant in training sessions funded by TLCF funds must complete a technology training evaluation form. The training evaluations which are ongoing will be continued throughout the year. This form can be accessed online at <http://www.lcet.doe.state.la.us/submissions/>. **TLTC will continue to provide monthly reports the LCET of training activities.**

### *End of the Year Report*

The End of the Year Report should reflect how the district achieved the goals and objectives that were established in the TLCF application. The District Technology Coordinator should complete the survey no later than **August 9, 2002**. This form will also be available at <http://www.lcet.doe.state.la.us/submissions/>

### *U.S. Department of Education TLCF Report*

The U.S. Department of Education will set up an online submission site to allow TLCF participants to submit their data.

### Timeline

May 29, 2001	Orientation session via CVC (tentative date)
June 18, 2001	Application deadline for <b><i>TLCF Teaching, Learning and Technology Center Continuation Award</i></b> proposals, <b><i>District Consortium Professional Development Continuation Grant</i></b> proposals
August 1, 2001	Announcement of <b><i>TLCF Continuation Awards</i></b>

# **Appendix B**

## **Louisiana's Technology Literacy Challenge Fund State Grants**

### **Application Packet for New Competitive Awards 2001-2002**

**Louisiana**

**Technology Literacy Challenge Fund State Grants  
CFDA/SUBPROGRAM NO:84.318x**



**Application Packet**

for

**Professional Development/Leadership Grants**

*High School Technology Leadership Award*

*FIRSTTech - New Teacher and Mentoring Demonstration Grant*

2001-2002

Louisiana Department of Education

*Cecil J. Picard, Superintendent*

May, 2001

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## ***INTRODUCTION***

As part of an effort to support higher levels of student achievement and results in all schools in Louisiana and to better prepare students for the future work force, a united effort has been initiated to provide students and teachers with greater access to technology. Through strong leadership from the Governor, the State Superintendent of Education, legislature, Board of Elementary and Secondary Education, local school districts, and nonpublic systems and schools, significant steps have been taken to reach Louisiana's state educational technology goal:

***All educators and learners will have access to technologies  
that are effective in improving student achievement.***

Between 1997 and 2001, as a result of a Classroom-Based Technology Bill, over \$81 million was distributed to 66 public school districts, 6 independent public schools (special schools and laboratory schools), 7 diocesan systems, and more than 60 independent state approved nonpublic schools to help build a technology infrastructure to support Louisiana's students. As a result, each of these awardees, which includes every local education agency (LEA) in Louisiana, has an existing, Department of Education approved, long range technology plan. In addition, during the past three school years, approximately \$35 million, granted to Louisiana through a federal Technology Literacy Challenge Fund, was awarded to school districts to provide high quality professional development, that furthers the integration of technology in learning, to teachers in Louisiana.

The continuation and expansion of the technology initiative during the 2001-2002 school year is made possible through an additional \$10,086,672.00 of Technology Literacy Challenge Funds (TLCF) awarded by the U.S. Department of Education. and through monies that may be appropriated to the Classroom-Based Technology Fund (CBTF) during the Louisiana legislature 2001 regular session.

Ninety-five percent (95%) of the TLC funds (approximately \$9,582,338.00) will be awarded through two competitive grant processes to subgrantees (school districts or consortia). Under the federal guidelines, school districts must act as the fiscal agent for the TLCF grants. Five percent of the total Louisiana TLC funds will be used by the Center for Educational Technology for administrative costs, including staffing, technical assistance workshops, professional development institutes, developing materials, etc., associated with the federal TLCF program.

## ***PROGRAM PURPOSE***

The major purpose of the Technology Literacy Challenge Fund grant is to assist school systems in implementing their local technology plans and to ensure that every student in every Louisiana school will be technologically literate in the 21<sup>st</sup> century. Grant funding will serve to enhance ongoing efforts to improve teaching and learning using technology. In particular, during the 2001-2002 grant funding cycle, attention should be given to support local school systems' educational accountability and **targeted school improvement efforts**.

Proposals must create innovative and effective designs to implement or enhance technology plans to achieve the state technology goal and the four national technology goals in order to be considered for approval. The following national goals are included for continual implementation and support of technology in the classroom:

- Modern computers and learning devices will be accessible to every student and in every classroom.
- Classrooms will be connected to one another and to the outside world.
- Educational software and online learning resources will be an integral part of the curriculum.
- Teachers will have the training and support they need to help students learn using computers, the information superhighway, and other technologies.

Technology Literacy Challenge Funds must be used to foster full classroom integration of technology. All technology equipment/services including connectivity, file server, Internet, hardware, and software must be directly related to providing services to all students. **This includes providing equal service to students with disabilities.**

## ***OVERVIEW***

This application packet provides specific information that is required to apply for *TLCF Professional Development/Leadership Grants*.

1. *High School Technology Leadership Grants*  
Addresses High School Redesign Reform
2. *FIRSTTech – New Teacher and Mentoring Demonstration Grant*  
Addresses Louisiana Teacher Assistance and Assessment Program

The application is divided into five main sections:

- OVERVIEW describes eligible applicants, allocation of funds, eligible expenses, length of funding, funding and instructional priorities, applicant responsibilities, orientation sessions, and technical assistance.
- PROCEDURES identifies letters of intent, application deadline, application components, application format, review process, statewide review, and timeline.
- GUIDELINES explains individual application components for ***Professional Development/Leadership Grants*** and the steps for completing each component.
- FORMS - <http://www.doe.state.la.us/DOE/asps/home.asp?I=LCET>
- APPENDICES - <http://www.doe.state.la.us/DOE/asps/home.asp?I=LCET>

### **Eligible Applicants**

Each ***TLCF Professional Development/Leadership Grant*** application must be submitted by a Local Education Agency (LEA). The LEA must serve as the fiscal agent. It is recommended that the applicant create meaningful grant partnerships with special schools, nonpublic systems, private schools, institutions of higher education, businesses, academic content experts, museums, libraries, public broadcasting stations, or other appropriate organizations.

## Types of Competitive Professional Development/Leadership Grant Awards

### *High School Technology Leadership Awards (Demonstration grants)*

School districts may apply for funds to establish and implement a comprehensive High School Technology Leadership project at targeted secondary schools. Projects are to be closely aligned with the goal of secondary school redesign, namely an improved secondary school system offering clear multiple pathways for all Louisiana youth, including those choosing to immediately begin full-time employment, those who enter an apprenticeship or a two-year college, or those who pursue a four-year (or beyond) degree. Projects would also incorporate curriculum identified in the Secondary Computer Education Course of Study, approved by BESE in October 1999 (<http://www.doe.state.la.us/DOE/lcet/curric/>). Professional development training for secondary instructors and student technology leadership training to support proposed redesign efforts would be integral components of the project.

*(Maximum Amount: \$50,000 each; Maximum Number of Awards: 20)*

### *FIRSTTech New Teacher and Mentoring Leadership Awards - (Demonstration Grants)*

Districts that are committed to the effective use of instructional technology to support new teacher learning and mentor/new teacher interactions may apply for a FIRSTTech grant on a competitive basis. FIRSTTech is a **Framework for Inducting, Retaining and Supporting Teachers** with and through technology. The initiative is designed to support the Louisiana FIRST component of the state Teacher Assistance and Assessment Program. Districts must show a genuine commitment to both T.A.A.P. and instructional technology and be committed to address ways that technology can help induct, retain, and support new teachers. The number of grants awarded will be contingent upon the anticipated number of new teachers to be served through the proposed projects. It is estimated that approximately 1/3 of the new teachers in the 2001-2002 year and their mentors will be eligible to participate in FIRSTTech. Amounts will vary by district, based on the average annual number of new teachers in the particular district. (Estimated award amount will be \$4,000 per new teacher. Approximately, \$3.8 million is available to support the **FIRSTTech** professional development project). Districts must establish a true need based on the number of new teachers, and percent of uncertified teachers (2000-2001), and percent of students in poverty. (See Appendix 6.3 for district statistics)

Districts will be required to:

- Adhere or follow all established procedures as set forth in Bulletin 1943: Policies and Procedures for Louisiana Teacher Assistance and Assessment, Revised 1998.
- Provide each new teacher and his/her mentor with a multimedia laptop computer, internet connectivity, and an email address.
- Facilitate the activities of the district's **FIRSTTech** online learning community. (A **FIRSTTech** Blackboard site will be available for each participating district on the LCET server.)
  - Provide a structured online learning support environment and/or online course for each participating mentor and new teacher.
  - Send a two-person team to a 2.5-day **FIRSTTech** orientation and training session during the fall 2001. Travel will be paid by the state according to the state travel guidelines.

- Have three persons (master teachers, mentors or instructional supervisors) from the district successfully complete an online facilitator course. (Registration Fee to be paid by state)
- List of possible providers of online professional development courses
  - Educational Development Center
    - <http://www2.edc.org/themes/list/asp>
  - ConnectedUniversity
    - <http://cu.clasroom.com/Info.asp>
  - Louisiana Department of Education
    - <http://www.doe.state.la.us/DOE/asps/home.asp?I=LCET>
  - Louisiana Public Broadcasting
    - <http://www.lpb.org/education/college>
  - Public Broadcasting System
    - <http://www.pbs.org/als/pd/index/html>
  - UCLA Extension
    - <http://www.onlinelearning.net>

Districts will be identified for awards based on the quality of the district's *FIRSTTech* proposal and the established level of need.

### Allocation of Funds and Eligible Expenses

The *TLCF Professional Development Grants* are made available through the U.S. Department of Education Technology Literacy Challenge Fund and are distributed on a competitive basis to public local education agencies (LEAs). Approximately \$9.5 million is available to Louisiana LEAs for *TLCF Professional Development/Leadership Grants*

- *Teaching, Learning, and Technology Center Continuation Awards*  
\$2,025,000.00
- *District/Consortium Professional Development Continuation Awards*  
\$3,079,936.00
- *High School Technology Leadership Awards*  
\$1,000,000.00
- *FIRSTTech New Teacher and Mentoring Leadership Awards*  
\$3,417,402.00

Applications must be submitted and a competitive review process must be implemented. Submission of an application to the review process does not assure the awarding of a grant. Applicants who qualify and meet the competitive standards of this RFP will be awarded a grant up to a maximum amount as dictated by the type of grant.

The Technology Literacy Challenge Fund has specific requirements related to the provision of assistance to school districts with high numbers and percentages of children living in poverty and with the greatest need for technology. Applicants should address this requirement in the expenditure of TLC funds. Applicants must clearly indicate how the populations/schools targeted in the grant application “qualify” as areas with “high numbers and percentages of children living in poverty and with the greatest need for technology” relative to the state average in those areas.

TLC funds must be directed toward the successful implementation of the proposed program. Districts may use these funds for such purposes as college tuition; stipends; distance learning; salaries; substitutes; employee benefits; equipment, materials, supplies needed in the implementation of the professional development/leadership project; travel directly associated with the project; consultants and contracts. Budgets will be examined for cost effectiveness regarding cost per teacher impacted, level of impact, and cost per student potentially impacted.

### **Length of Funding**

First year funding begins at the time of grant approval. Technology Literacy Challenge Funds awarded for the first year must be expended by August 30, 2002.

### **Funding and Instructional Priorities**

A TLCF grant application must make a convincing case that the proposed plan of action is likely to be an effective response to the need to prepare educators to effectively use technology to improve teaching and learning and/or an effective response to the need to redesign secondary school programs and/or Louisiana Teacher Assistance and Assessment Program. Strong applications should have a well-defined professional development and technology leadership component capable of demonstrating how technology will be used in ways that enhance, facilitate, and improve teaching and learning in order for students to achieve high academic standards.

In awarding *TLCF Professional Development/Leadership Grants*, reviewers will also evaluate the extent to which the proposed project is designed to serve areas with a high number or percentage of disadvantaged students, or with the greatest need for educational technology, or with the greatest need for school improvement

### **Applicant Responsibilities and Commitments**

Superintendents of participating systems must agree to all assurances on the *Cover Sheet* and provide the necessary signatures. It is required that all applicants demonstrate an increasing commitment to achieving the state technology goal and national technology goals that extends well beyond the boundaries of this application. In particular, systems and schools are expected (a) to demonstrate increased coordination of federal (e.g. Title I, II, VI) and state funds (e.g. 8(g), CBTF) to support teaching, learning, and technology; (b) to establish and maintain electronic communication connections to the Internet (e-mail and web access) for every school in the district, as well as for district and school technology leaders; and (c) to provide ongoing technical and instructional support to teachers and staff.

### **Orientation Session**

An orientation session will be conducted via compressed video to answer questions regarding the purpose of the grants and the application process. All school system superintendents and system technology contacts will be notified of the meeting and invited to bring prospective partners as deemed appropriate. It is expected that any serious applicant for a *TLCF Professional Development/Leadership Grant* will attend an orientation meeting tentatively scheduled for Tuesday, May 29, from 9:00 a.m. – 12 noon. The orientation session will discuss both the *CBT* RFP and the *TLCF Professional Development/Leadership Grant* RFP. Confirmed meeting date, time, and locations will be disseminated to all eligible applicants.

### Technical Assistance

Staff from the Louisiana Department of Education's Center for Educational Technology are available to give technical assistance to school systems and schools on grant proposal models. All questions regarding the *TLCF Professional Development/Leadership Grant* should be directed via email to [tlcfdgrant@iltc.doe.state.la.us](mailto:tlcfdgrant@iltc.doe.state.la.us). Questions will be answered via email only.

The window for questions related to this grant begins on Wednesday, May 30, 2001 and ends on Monday, June 25, 2001. **At the conclusion of that time, all questions and answers will be posted to the department website for general information and individual questions will not be taken.**

## PROCEDURE

### Letter of Intent

Before the Department of Education will accept a proposal for a professional development grant, applicants applying for *FIRSTTech New Teacher and Mentoring Demonstration Grant* or *High School Technology Technology Leadership Grant* must complete and submit online a *Letter of Intent*. The online submission form is available at <http://www.doe.state.la.us>. A sample Letter of Intent Form (Form 1) is provided in Appendix 6.4. Letters of Intent must be submitted online by 4:00 p.m. on Monday, June 11, 2001.

Each Letter of Intent must identify (1) the name of the LEA serving as fiscal agent, (2) the type of professional development/leadership grant for which the LEA is applying, (3) a brief overview of the proposal. All requested information must be provided. A Letter of Intent must be submitted for each different grant application.

### Application Deadline Dates

All completed applications requesting funding must be **received** by the Louisiana Center for Educational Technology, Louisiana Department of Education by **4:00 p.m., June 29, 2001**. Applications must be mailed or delivered to:

Sharon Southall  
Louisiana Center for Educational Technology  
2758-D Brightside  
Baton Rouge, LA 70820.

**Applications received after that date and time will not be accepted.**  
Applications will not be accepted via fax or e-mail transmission.

### Application Components

A *TLCF Professional Development/Leadership Grant* application is complete only when it contains items referenced below and original signed copies of all of the applicable forms. A complete *TLCF Professional Development/Leadership Grant* should include the following items, and should be assembled in the following order:

- An application COVER PAGE (Form 2) with authorized signatures;
- An ABSTRACT/EXECUTIVE SUMMARY which provides a brief overview of the proposal and a DEMOGRAPHIC PROFILE that contains data about the local system or school(s) (Form 3)

- A PROJECT NARRATIVE with specified components depending on the type of Professional Development/Leadership grant for which you are applying;
- A one-page EVALUATION CHART (Form 4) which identifies specific project goal(s), objectives, and strategies;
- A BUDGET SUMMARY Form (SDEB-1) and BUDGET DETAIL Form (SDEB-1A); and
- A STATE REVIEW: CRITERIA FOR PROFESSIONAL DEVELOPMENT GRANT APPLICATION CHECKLIST (Form 5 A or 5B);
- A disk copy of all of the above elements.

## **Application Format**

- Page Formats
  - The application is to be typed, single-spaced, on 8 ½"x 11"white paper, with a font of no less than 12 points and margins of no less than one inch (1").
- Pagination
  - The pages of a TLCF professional development/leadership grant application are to be **numbered consecutively**, starting with the cover page (#1) and continuing to the end of the application (Criteria for Professional Development Application Checklist, Form 5 A or B). The last page of the application must not exceed page #25
- Number of Paper Copies
  - Each application packet is to consist of **one (1) original signed proposal and five (5) copies**. The proposal with original signatures should be clearly marked "Original" and each duplicate should be clearly marked "Copy". The proposal marked "Original" should be clipped with a binder clip. **The remaining five copies must each be stapled.**
- Electronic Copies
  - A disk copy of the complete application (excluding Appendix) must be included in the application packet. The disk should contain only files associated with the application. Files should be named appropriately. The disk label should include the following information: name of submitting LEA, type of professional development grant, platform (PC or MAC), application software (Word97, Word Perfect, etc.).
- Page Limit
  - A TLCF grant application **must not exceed 25 pages** including the Cover Page (Form 2), Executive Summary & Demographic Profile (Form 3), Project Narrative, Evaluation Chart (Form 4), Budget Summary (SDEB-1), Budget Detail (SDEB-1A), and the State Review: Criteria for Professional Development Grant Application (Form 5A or 5B). Quality, not quantity, is what counts! **Applications that exceed the page limitation or that include unrequested information in the appendix will be returned to applicant and not reviewed for funding.**

## **Review Process**

Review teams will screen all proposals submitted to the Louisiana Department of Education (LDE). LDE will employ a review procedure that is based on an evaluation of the written

proposals and interviews of the prospective staff by the review team. An out-of-state review panel will review all ***High School Technology Leadership Award*** proposals and ***FIRSTTech: New Teacher and Mentoring Demonstration Grant*** proposals.

The steps in the out-of-state review process are outlined below:

1. Proposals will be sent to the appropriate panel members for review prior to the arrival of the panel members at the Louisiana Center for Educational Technology.
2. Each panel will interview key project personnel in Baton Rouge for proposals under review and write a consensus report which will do the following:
  - a. separately assess each proposal according to the criteria identified in this RFP and on the *State Review: Criteria for Professional Development Grant Application* (Form 5A or 5B);
  - b. recommend improvements in proposals where appropriate; and
  - c. rate each proposal in one of the following categories: “Strongly Recommended for Funding,” “Recommended for Funding with Stipulations if Funds Are Available (Rank Ordered),” and “Not Recommended for Funding at This Time.”
3. Project coordinators for those proposals that are recommended for funding with modifications will be asked to prepare written responses to the concerns identified by the review team. These responses will be used in determining final funding recommendations.
4. The review panels will make recommendations to the State Technology Advisory Committee (STAC) and the LCET staff. The STAC will make funding recommendations to the State Board of Elementary and Secondary Education based on the recommendations of the review panels and the LCET staff.
5. The State Board of Elementary and Secondary Education will examine the recommendations of STAC and make final decisions pertaining to allocation of funds to systems.
6. An announcement award letter from the state superintendent will be sent to system superintendents once the applications have been approved by the Board of Elementary and Secondary Education. Systems may not expend funds until they have received their final approval letters from the state superintendent.

Applicants are reminded to include the *State Review: Criteria for Professional Development Grant Application* Form 5A or 5B as part of the proposal. Applicants should review each criterion identified on the form and write the specific page numbers from the application proposal that address that criterion on the form next to the corresponding area. Throughout the review process, the criteria on Form 5A or 5B will be used as a basis for evaluation. The applicant’s identification of specific page numbers will allow the reviewers to understand quickly and easily how the proposal meets the identified criteria. Note: The Department of Education may reject applications that do not conform to the requirements of the RFP. Applications may be rejected for reasons that include, but are not limited to, the following:

- The application is incomplete or contains irregularities that make the application indefinite or ambiguous.
- The application exceeds page limitations.
- The application is received late.
- An authorized representative of the applicant does not sign the application.

The application contains false or misleading statements or references. The application does not meet all minimum technical requirements of the RFP.

### Statewide Evaluation

All approved TLCF professional development/leadership grant awardees are required to participate in **all statewide evaluation efforts related to the technology initiative**. As a minimum, successful applicants and each individual district impacted by the awards, will be expected to complete and submit:

- *State Technology Survey*
  - The State Technology Survey is available online at <http://www.lcet.doe.state.la.us/submissions/> in the spring of the school year. A survey must be completed at the school-level and district-level before May 31, 2002.
- *Technology Training Evaluation*
  - Every participant in training sessions funded by TLCF funds must complete a technology training evaluation form. The training evaluations are ongoing and will continue throughout the year. This form can be accessed online at <http://www.lcet.doe.state.la.us/submissions/>.
- *End of the Year Report*
  - The End of the Year Report should reflect how the district achieved the goals and objectives that were established in the TLCF application. The District Technology Coordinator should complete the survey no later than August 9, 2002. This form will also be available at <http://www.lcet.doe.state.la.us/submissions>
- *U.S. Department of Education TLCF Report*
  - The U.S. Department of Education will set up an online submission site to allow TLCF participants to submit their data.

### Timeline

May 25, 2001	Announcement of the RFP online
May 29, 2001	Orientation session via CVC (tentative date)
June 11, 2001	Deadline for online submission of Letter of Intent
June 29, 2001	Application deadline for <b><i>TLCF FIRSTTech - New Teacher and Mentoring Demonstration Grant</i></b> Proposals, and <b><i>High School Technology Leadership Grant</i></b> Proposals
Week of July 13, 2001	Out-of-State Review Process for <b><i>FIRSTTech -New Teacher and Mentoring Demonstration and High School Technology Leadership Grants.</i></b>
August 1, 2001	Announcement of <b><i>TLCF FIRSTTech- New Teacher and Mentoring Demonstration Grants</i></b> and <b><i>High School Technology Leadership Grants</i></b>
August 8, 2001	Meeting of Awardees

# ***GUIDELINES***

## **Guidelines for Completing Application Components**

### *Cover Sheet (Form 2)*

- Complete all information on the *Cover Sheet* (Form 2). One individual must be identified as the Project Coordinator and the name of that person must be provided on the *Cover Sheet*. The Project Coordinator will serve as the liaison between the system and the Louisiana Department of Education for all programmatic aspects of the proposal.
- On the cover sheet, the applicant must identify the type of professional development/leadership grant, and all partners.
- Please note that the Superintendent of the LEA serving as fiscal agent and the Project Coordinator must have e-mail capability; a valid e-mail address must be provided on Form 2. E-mail will be the main vehicle for communication with all TLCF awardees.

### *Executive Summary & Demographic Profile (Form 3)*

- The Executive Summary, not to exceed the space provided on Form 3, is an overview of the proposal. The summary should provide highlights of the project, including the need being addressed, objectives, key elements (e.g. technologies being used, innovative professional development models, partnerships, special populations served, etc.) and the potential impact on teaching, learning, and instructional technology leadership. This summary will be used to respond to media requests for information on any and all applicants. An electronic copy of the executive summary for each proposal receiving TLCF funding will be posted on the Louisiana Department of Education website at <http://www.doe.state.la.us>
- The demographic profile chart should reflect the most recent data that is available and for which support documentation can be provided. Form 3 should contain a profile for each district. Data reported in the demographic profile should be consistent with data previously reported to the state.

### *Project Narrative*

- The Project Narrative explains **what** you plan to do and **why**. It is the one place in the application where you are speaking in your own voice directly about the goals and objectives of your project and the strategies by which you expect to achieve these goals and objectives.
- Please keep in mind that you are speaking to a diverse group of readers/independent reviewers. You should not assume that the people who are reading your application already know a great deal about you, your system, or your project. For this reason, you cannot rely on readers to decipher hidden

assumptions or to supplement your presentation with information that only you and your colleagues have. Although reviewers possess considerable expertise, they cannot be expected to see everything in the proposal that may seem obvious to you. Your narrative should assist readers to understand quickly and easily what you are proposing and how well your application responds to the instructional and funding priorities of this RFP. Further, your narrative must show how you will carry out your project within the resources (such as personnel, time, and equipment) described in the proposed budget.

- *The content of the Project Narrative will vary, depending on the type of professional grant for which the application is submitted.* In preparing your project narrative, respond to the general comments describing each component of the narrative (pages 16-19) and to the comments pertaining to the specific type of professional development grant for which you are applying. Each section should be clearly marked. Specific comments for each type of professional development/leadership grant are identified in the table on pages 16-17 for FIRSTTech and pages 18-19 for High School Technology Leadership.

### **General Comments Regarding the Project Narrative**

The notes below provide additional explanations regarding each component of the project narrative. A well-written project narrative should address all elements listed in the specific grant tables (pages 16-19) and applicable issues described in this general comments sections.

#### **Contextual Background** (Project Narrative – Section 1)

Use the Contextual Background section to provide the reviewers with a better understanding of your district's needs, accomplishments, and directions in the area of educational technology. If you have previously received a TLCF Professional Development District/Consortia grant, speak to summative evaluation results from that grant effort.

#### **Project Purpose** (Project Narrative – Section 2)

Use the Project Purpose section to define your project and to explain your ideas and why you believe that the project you are proposing will make a real difference. In doing so, you will need to discuss the problems you are trying to solve, the solution you propose, and the outcomes you expect.

Be clear and specific in defining a specific problem (or problems) and proposing a credible solution. The proposed program must

- Clearly target a defined population For High School Technology Leadership, state the number of schools specifically targeted by the proposal, the names of the schools, and how the selection was made. Also provide information relative to the total number of schools from which the target population was selected. For FIRSTTech - New Teacher and Mentoring Demonstration Award, indicate the number of non-certified teachers in the district, the number of new teachers and mentors to be included in this project and provide information on how the mentors will be selected.
- Include how new teachers and mentors will have access to technology tools for online communication;

- Include a plan for developing or procuring the necessary supporting resources, software, and materials;
- Develop strategies for integrating technology into the curriculum and include an explanation of how the school district is prepared to implement all strategies;
- Integrate planning efforts and directions for school improvement and demonstrate a strong connection between the goals/objectives/strategies of the proposal and goals/objectives/strategies of the targeted schools' improvement plans;
- Include descriptions of how the district(s) will ensure ongoing, sustained professional development (more intensive than a “one-shot” workshop approach);

The Louisiana INTECH professional development model provides one example of a strong professional development program that addresses the integration of technology in teaching and learning. Additionally, the Gates Foundation-funded “LEADTech” state challenge grant for technology leadership is providing appropriate instructional technology professional development opportunities for principals and superintendents of targeted schools. Opportunities for participation in Louisiana INTECH will exist at district, regional, and state level. Appendix 6.7 provides more detailed information relative to Louisiana INTECH; Appendix 6.8 provides information on the Gates instructional technology leadership initiative. Districts and consortia are encouraged to utilize the services and resources of the regional Teaching, Learning, and Technology Centers to develop local capacity and to build a coherent and comprehensive professional development program. TLTC Professional Development offerings for the 2001-2002 school year are available from the TLTC Coordinator (Appendix 6.2).

There should be a compelling reason to believe that the project you propose will make a difference; the nature of the difference can best be described by the measurable objectives that you identify for the project. The overarching goal(s), measurable objectives, and strategies you identify should be listed on the *Project Evaluation Chart* (Form 4).

### **Project Feasibility** (Project Narrative – Section 3)

Once you have clearly and systematically demonstrated that the project you propose is **worth doing**, you will need to demonstrate that your consortium team can **actually do it**. Reviewers will be assessing the overall feasibility of your proposed project. Feasibility will be determined by the extent to which (1) the project will prepare teachers and students for successful, effective, and efficient use of technologies for improved instruction and learning that will impact student achievement; (2) the district will contribute financial and other resources to achieve the goals of the project; and, (3) the extent to which the proposal can adequately address the needs of the targeted population.

You should not think of this section as separate and distinct from Project Purpose; rather you should use this part of the narrative to elaborate on the Project Purpose, and particularly on your initial argument that the project is a credible solution to a specific problem or set of problems. Reviewers will scrutinize this section to determine whether your solution is appropriate for meeting the goals and objectives set forth in the Project Purpose. You should be as specific and concrete as you can in this section so that there will be no confusion among the reviewers as to what your proposal will do, and how it will work.

Include in this section, a discussion of applicant qualifications and implementation schedule. Identify key personnel for the project and briefly describe their qualifications to show that all team members have the commitment and experience necessary to undertake the project and complete it within the proposed time schedule. Present a detailed implementation schedule that identifies major project tasks and milestones. A clear timeline, setting out the milestones you expect to reach at various stages of your project's implementation can help reviewers gain a much clearer perspective of your proposal.

#### **Partnerships** (Project Narrative – Section 4)

Identify partners who have a significant role in the proposed project. For each partner, describe respective roles and contributions relative to this specific project.

In this section, applicants should describe any process used to involve institutions of higher education and state-approved nonpublic schools and systems in the planning and in the implementation of activities funded through the Technology Literacy Challenge monies. If there is no state-approved nonpublic school in the geographic boundaries of the consortia, the applicant should indicate that fact.

#### **Reducing Disparities** (Project Narrative – Section 5)

In this section of the narrative, you are to focus more directly on the degree to which your project will help to overcome any existing disparities in access to information technologies and services in your school system. Remember that federal guidelines specify that every TLCHF-supported project is expected to target children living in poverty specifically and/or reach out to underserved groups within a broader community. Describe clearly how the population you are targeting in this proposal qualify under these guidelines.

#### **Evaluation and Dissemination** (Project Narrative – Section 6)

The evaluation plan should describe how you will measure the success of your project and the extent to which you have reached your goal(s) and achieved your specific objectives. A description of the methods and types of hard and soft data that will be collected to determine progress toward goals or accomplishment of an objective should be included. Multiple ways to measure success using both hard and soft data should be considered. For example, data can be collected on student behavior, attitudes, and achievement; similar data can also be collected for staff members.

Be specific in discussing the evaluation techniques (e.g. on-line surveys, pre- and post-performance tests, teacher and student portfolios, case study analysis, focus groups, etc.) you intend to employ to measure the indicators you identify. Show a clear connection between the evaluation technique and the objective.

The plan for collecting data should give a clear picture of the impact of the project on all areas of the systems that will be reached by the project's goal(s). Elements of the evaluation design should include methods by which teachers and administrators verify that classroom management strategies support student use of technologies, that new designs for learning are implemented in the classroom, and that technology is being used to meet curricular goals. With a limited target population, consideration might be given to a control group population that does not participate in the project; such a group could provide invaluable comparative information and illustrate the

worth of your project. The evaluation plan should be directly tied to the overall goals of the systems and schools and should measure the impact of the technology initiative on classroom instruction and student learning. A list of useful evaluation resources is provided in Appendix 6.9.

This section should also include a plan for disseminating information about your project and the lessons that you learn. You should be as specific as possible (e.g. presentations at conferences; reports to the local board, PTA, district faculty, etc.; technology fairs/nights; newsletters; websites; etc.). You should also demonstrate a willingness to share information about your project and materials developed through your project with interested parties, to host site visits, and to participate in technology demonstrations.

#### Tables of Narrative Components for Competitive TLCP Professional Development/Leadership Grants

<b><i>FIRSTTech - New Teacher and Mentoring Demonstration Grants</i></b>	
BACKGROUND	<ul style="list-style-type: none"> <li>• Briefly describe what has already been done in your district to implement technology for teaching and learning with particular explanation devoted to the impact and results of previous CBTF and TLCP grant monies.</li> <li>• Briefly describe what has already been done in your district to support new teachers.</li> <li>• Specifically indicate what has been done in your district/ in the area of <u>professional development for new teachers</u> to support technology integration.</li> </ul>
PURPOSE	<ul style="list-style-type: none"> <li>• Define specific problems to be addressed through the proposal.</li> <li>• Define the proposed solution. Describe the professional development model that your solution proposes. Explain how the proposal will address effectively the problem you identified.</li> <li>• Using Form 4, succinctly describe the goals, measurable objectives, and strategies of the project. Include specific information relative to projected numbers of new teachers/mentors to be served, the projected number of contact hours, content of professional development activities, methodology, and follow-up activities. Goals and objectives must speak to measurable outcomes for both students (improved learning) and teachers (improved teaching).</li> <li>• Identify ways in which your proposal will be connected to and/or support one or more of the following: the Louisiana Teacher Assistance and Assessment Program; the Louisiana Components of Effective Teaching, the Louisiana K-12 Educational Technology Guidelines; the statewide Louisiana INTECH project; the “LEADTech” Gates Foundation Technology Leadership project, and the Regional TLTC.</li> </ul>
FEASIBILITY	<ul style="list-style-type: none"> <li>• Describe in detail the technologies and professional development model that you will employ in your project and your rationale for selecting those technologies and model.</li> <li>• Explain clearly how students and educators who participate in this project will have access to necessary technology tools.</li> <li>• Explain clearly how educators will have the necessary training to implement proposed opportunities for students.</li> <li>• Provide evidence of the implementation team's commitment and expertise to the proposal.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a detailed timeline that identifies major project tasks and milestones.</li> <li>• Describe plans to sustain the project beyond the life of the grant.</li> </ul>
PARTNERSHIPS	<ul style="list-style-type: none"> <li>• Present a clear discussion of who your partners will be, what their respective roles will be, and what specific contributions each partner will make to the project in forms of financial support, equipment, personnel, and/or other resources.</li> <li>• Describe other funding sources that will support the successful implementation of the goals and objectives of the proposal.</li> <li>• Explain how non-public schools are involved in the development and implementation of plans for TLC funds.</li> </ul>
REDUCING DISPARITIES	<ul style="list-style-type: none"> <li>• Describe how your proposal addresses federal guidelines that specify that every TLCHF-supported project target children living in poverty and/or reach out to groups who do not have access to information technologies.</li> <li>• Provide specifics relative to targeted population and the state averages report</li> </ul>
EVALUATION AND DISSEMINATION	<ul style="list-style-type: none"> <li>• Present a clearly defined evaluation plan with specific criteria for measuring the effectiveness of the project. Effectiveness of the project must include goals/objectives that address both student impact and teacher impact.</li> <li>• Describe methods and types of hard and soft data that will be collected relative to student impact and teacher impact.</li> <li>• Describe plans for disseminating information about your project.</li> </ul>

<i><b>High School Technology Leadership Award</b></i>	
BACKGROUND	<ul style="list-style-type: none"> <li>Briefly describe what has already been done in your district/consortium to implement technology for teaching and learning with particular explanation devoted to the impact and results of previous CBTF and TLCF grant monies.</li> <li>Briefly describe what has already been done in your district/consortium to further secondary school redesign.</li> <li>Specifically indicate what has been done in your district/consortia in the area of <u>professional development for secondary educators</u> to support technology integration.</li> </ul>
PURPOSE	<ul style="list-style-type: none"> <li>Define specific problems to be addressed through the proposal.</li> <li>Define the proposed solution. Describe the high school redesign strategies, curriculum strategies, and the professional development model that your solution proposes. Explain how the proposal will address effectively the problem you identified. Note: Appendix 6.10 contains a resource list that identifies sources of information relative to high school redesign projects.</li> <li>Using Form 4, succinctly describe the goals, measurable objectives, and strategies of the project. Include specific information relative to projected numbers of students/educators to be served, the projected number of contact hours, content of professional development activities, methodology, and follow-up activities. Goals and objectives must speak to measurable outcomes for both students (improved learning) and teachers (improved teaching).</li> <li>Provide the name(s) of the school(s) that will be targeted as a result of these funds and the rationale for selection.</li> <li>Identify ways in which your proposal will be connected to and/or support one or more of the following: the recently approved Secondary Computer Education Course of Study; the Louisiana K-12 Educational Technology Guidelines; the CLK program; career/technical programs and improved advanced academic programs (such as AP courses); distance learning programs; technology-related industry certification programs; school-to-work programs; the statewide Louisiana INTECH project; the “LEADTech” Gates Foundation Technology Leadership project, and the Regional TLTC.</li> <li>Describe significant correlation between the efforts of this proposal and the total school redesign effort at the targeted school.</li> </ul>
FEASIBILITY	<ul style="list-style-type: none"> <li>Describe in detail the technologies and professional development model that you will employ in your project and your rationale for selecting those technologies and model.</li> <li>Explain clearly how students and educators who participate in this project will have access to necessary technology tools.</li> <li>Explain clearly how educators will have the necessary training to implement proposed opportunities for students.</li> <li>Provide evidence of the implementation’s team commitment and expertise to the proposal.</li> <li>Provide a detailed timeline that identifies major project tasks and milestones.</li> <li>Describe plans to sustain the project beyond the life of the grant.</li> </ul>
PARTNERSHIPS	<ul style="list-style-type: none"> <li>Present a clear discussion of who your partners will be, what their respective roles</li> </ul>

	<p>will be, and what specific contributions each partner will make to the project in forms of financial support, equipment, personnel, and/or other resources.</p> <ul style="list-style-type: none"> <li>• Describe other funding sources that will support the successful implementation of the goals and objectives of the proposal.</li> <li>• Explain how non-public schools are involved in the development and implementation of plans for TLC funds.</li> </ul>
REDUCING DISPARITIES	<ul style="list-style-type: none"> <li>• Describe how your proposal addresses federal guidelines that specify that every TLCF-supported project target children living in poverty and/or reach out to groups who do not have access to information technologies.</li> <li>• Provide specifics relative to targeted population and the state averages.</li> </ul>
EVALUATION AND DISSEMINATION	<ul style="list-style-type: none"> <li>• Present a clearly defined evaluation plan with specific criteria for measuring the effectiveness of the project. Effectiveness of the project must include goals/objectives that address both student impact and teacher impact.</li> <li>• Describe methods and types of hard and soft data that will be collected relative to student impact and teacher impact.</li> <li>• Describe plans for disseminating information about your project.</li> </ul>

#### **Evaluation Chart (Form 4)**

The *Project Evaluation Chart* (Form 4) should be completed during the development of your Project Narrative and Project Evaluation Plan. The chart should provide a clear snapshot of your project's goal(s), measurable objectives, and strategies.

#### **Proposed Budget Summary (SDEB-1)**

A *Budget Summary Form (SDEB-1)* must be completed. Instructions for completing the Proposed Budget Summary are included in Appendix 6.4.

School systems whose proposals are approved for funding by the State Board of Elementary and Secondary Education will be required to submit a final budget. The Department of Education must approve final budgets before any grant funds are released for disbursement.

**All TLCF monies awarded for academic year 2000-2001 must be expended by September 30, 2001.**

#### **Budget Detail (SDEB-1A)**

Reviewers will carefully examine all the budget materials to assess whether the budget is appropriate to the tasks you propose in the Project Narrative.

In the budget narrative, the applicant must fully explain each budget item included on the budget form. The budget must be reasonable for the tasks proposed, and the relationship of items in the budget to the project narrative must be clearly drawn. Clarity and cost-effectiveness of the budget are factors the reviewers will consider when evaluating the feasibility of a project. In the budget narrative, you will want to discuss any budget items that may appear unusual.

For each hardware and software purchase, the budget narrative should provide specific information as to what items are being purchased (item cost, vendor, model/name, state contract number, if available, etc.)

### **The State Review: Criteria for Professional Development Grant Application Checklist (Form 5: 5a, or 5b)**

Applicants are required to include the *State Review: Criteria for Professional Development Grant Application Checklist (Form 5)* as part of the application packet. High School Leadership Award applicants should submit Form 5A; FIRSTTech - New Teacher and Mentoring Demonstration Award applicants should submit Form 5B. Applicants should carefully review each area identified on the checklist and **MUST** write the page numbers from the application packet that address each area. Review teams will use the checklist and referenced page numbers provided by the applicant during the review process.

## ***FORMS***

### Application Packet Forms

Form 1: Letter of Intent

Form 2: Application Cover Sheet & Assurances

Form 3: Project Executive Summary & Demographic Profile

Form 4: Project Evaluation Chart

Form 5A or 5B: State Review: Criteria for Professional Development Grant Application

SDEB-1: Proposed Budget Summary

SDEB-1A: Proposed Budget Detail

## FORM 1 LETTER OF INTENT

### Louisiana TLCF Professional Development/Leadership Grant

TO: Chris O'Neal  
Director of Educational Technology, Louisiana Center for Educational Technology

NAME OF LEGAL APPLICANT (LEA):

SYSTEM SUPERINTENDENT: \_\_\_\_\_

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

TYPE OF TLCF PROFESSIONAL DEVELOPMENT GRANT (Select one):

☐ High School Technology Leadership Grants

☐ FIRSTTech - New Teacher and Mentoring Demonstration Grants

BRIEF OVERVIEW OF PROPOSAL (200 words or less).

This online submission serves as formal notification that the above system has made the decision to apply for a TLCF Professional Development/Leadership Grant and will submit a complete application packet by the deadline date of June 29, 2001.

Name of individual entering information online: \_\_\_\_\_

Email address of individual who submitted online notice of intent: \_\_\_\_\_

**NOTE: This form must be submitted to the Louisiana Department of Education by June 11, 2001.**

## FORM 2 APPLICATION COVER SHEET

### Technology Literacy Challenge Fund State Grants CFDA#84.318X Louisiana TLCF Professional Development/Leadership Grant

1. Name of Legal Applicant (LEA that will serve as the Fiscal Agent:	2. Type of Professional Development Grant (check one) <input type="checkbox"/> High School Technology Leadership Award <input type="checkbox"/> FIRSTTech New Teacher and Mentoring Demonstration Grant Award
3. System Superintendent  Name:  Address  Telephone:  Fax:  Email (must be valid email address):	4. TLCF Grant/Project Coordinator  Name:  Address:  Telephone:  Fax:  Email (must be valid email address):
5. Amount of Funding Requested:	6. Number of LEAs Participating in this Application (include the legal applicant in the count)
7. PARTNERS. Names of other institutions (e.g. Institution of Higher Education, Library, Museum, non-profit association, for profit firm, etc.) participating in this application. Include contact person's name and email address for each participating institution.	

## ASSURANCES

I confirm that:

- A planning committee, which included classroom teachers, was involved in the development of this 2001-2002 TLCF Professional Development/Leadership Grant application.
- Any equipment, software, and professional development provided through this grant will supplement, not supplant, the level of services which would have been provided in the absence of monies received from this fund.
- The LEA serving as legal applicant will be accountable for tracking and evaluating all activities and resources outlined in this application.

### *Fiscal Assurances*

- I have been advised that subrecipients expending \$300,000.00 or more in Federal awards (funds received as direct or pass through funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
- I have provided the TOTAL AMOUNT of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds) in the Budget Detail Section under Code 300 (Purchased Professional and Technical Services).
- I permit the State Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary according to regulations issued by Office of Management and Budget Circular A-133.
- I have been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by SDE according to regulations issued by Office of Management and Budget Circular A-133.

I am authorized to sign and submit this application on behalf of this LEA.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

**REMEMBER: Applications mailed or sent by commercial carrier must be received no later than June 29, 2001. Hand delivered applications must be received no later than 4:00 p.m. on the appropriate day. CHECK your application to see that it contains all of the following components in the order specified.**

- ☐ COVER PAGE (Form 2) with authorized signatures;
- ☐ ABSTRACT/EXECUTIVE SUMMARY which provides a brief overview of the proposal and a DEMOGRAPHIC PROFILE that contains data about the local system(s) or school (Form 3);
- ☐ PROJECT NARRATIVE (with six specified components)
  - ◆ Background
  - ◆ Project Purpose
  - ◆ Project Feasibility
  - ◆ Partnerships
  - ◆ Reducing Disparities
  - ◆ Evaluation and Dissemination
- ☐ PROJECT EVALUATION CHART (Form 4)
- ☐ PROPOSED BUDGET SUMMARY (SDEB-1)
- ☐ BUDGET DETAIL (SDEB-1A);
- ☐ A STATE REVIEW: CRITERIA FOR PROFESSIONAL DEVELOPMENT GRANT APPLICATION CHECKLIST (Form 5, provided).

**SUBMIT one original signed proposal and five copies. The proposal with original signatures should be clearly marked “Original” and each duplicated copy should be clearly marked “Copy”.**

**SUBMIT one disk copy of the entire application packet.**

## **FORM 3 PROJECT EXECUTIVE SUMMARY AND DEMOGRAPHIC PROFILE**

### **Louisiana TLCP Professional Development/Leadership Grant PROJECT EXECUTIVE SUMMARY & DEMOGRAPHIC PROFILE**

#### **PROJECT ABSTRACT**

Provide a clear, concise description of the proposal. The description can include goals of the proposal design to accomplish the goals, curriculum and grade level targets, etc. Do not exceed 300 words. This description will be used for press releases, evaluation, and other public information purposes.

## High School Technology Leadership Award

For each school participating in this application, provide (A) the percent of students on free/reduced lunch; (B) the student to multimedia computer ratio; (C) the percent of instructional classrooms in the district with current internet access; and (D) the average SPS (school performance score) for schools in the district.

BRIEF DEMOGRAPHIC PROFILE				
Number of schools being targeted through this application				
<b>SCHOOL Information</b> In this column, list the name of each school being targeted through this grant application. In the columns to the right, provide the requested information for each school.	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### FIRSTTech - New Teacher and Mentoring Demonstration Award

Use the Tables 1-3 in Appendix 6.3 FIRSTTech District Statistical Information to complete the chart below to establish your district's need. Place an "x" in the appropriate column for each section, and then total the points.

- Total Faculty - see Table 1
- Average # of New Teachers (4 year average)- see Table 2
- Average Percent of New Teachers - see Table 2
- Percent of Uncertified Teachers - see Table 1
- Percent of Students in Poverty - see Table 3

<b>FIRSTTech Needs Table</b>			
<b>Total Faculty :</b>		<b>Average # of New Teachers:</b>	
	<b>Low Need (3pts)</b>	<b>Medium Need (7 pts)</b>	<b>High Need (10 pts)</b>
	Less than 10%	10-19.99%	Over 20%
Average Percent of New Teachers			
	Less than 10%	10-24.99%	Over 25%
Percent of Uncertified Teachers			
	Less than 23%	23-31%	Over 32%
Percent of Students in Poverty			
<b>TOTAL POINTS:</b>			

**FORM 4 PROJECT EVALUATION CHART***Louisiana TLCF Professional Development Grant*

Goal(s)	Measurable Objectives(s)	Strategies and Activities

**NOTE: THIS FORM MAY BE DUPLICATED IF ADDITIONAL PAGES ARE NEEDED.**

# **FORM 5(A) –FIRSTTECH - NEW TEACHER AND MENTORING DEMONSTRATION AWARD**

## Louisiana TLCF Professional Development Grant *STATE REVIEW: CRITERIA FOR PROFESSIONAL DEVELOPMENT GRANT APPLICATION*

Applicants are reminded that the total application must NOT exceed 25 pages. Also, applicants are reminded that all pages (including the forms) must be numbered consecutively. Applicants should read each area in column 1 and locate the page(s) in their application that pertains to each of the listed areas. Once located, applicants should write the application page number in the second column and submit this form as the final page of their application packet. A team selected by the Louisiana Department of Education will review each technology application. The review team will determine if each applicant clearly addressed the following areas in the technology application.

Area	Page	A or UA	Comments
<b>Cover Sheet</b> <ul style="list-style-type: none"> <li>Completed all sections on the <i>Cover Sheet</i> including the signed assurances of the system superintendent serving as the legal applicant/fiscal agent for the grant application.</li> </ul>			
<b>Executive Summary &amp; Demographic Profile</b> <ul style="list-style-type: none"> <li>Provided a clear, concise overview of the proposal. Completed all data sections of the demographic profile.</li> </ul>			
<b>Project Narrative - Contextual Background</b> <ul style="list-style-type: none"> <li>Briefly described what has already been done in your district to                             <ul style="list-style-type: none"> <li>implement technology for teaching and learning with particular explanation devoted to the impact and results of previous CBTF and TLCF grant monies.</li> <li>support technology integration in your district in the area of <u>professional development for secondary educators</u>.</li> </ul> </li> <li>describe your district's need based on number of new teachers, percent of uncertified teachers, and percent of students in poverty. See FIRSTTech Needs Table on page 27.</li> </ul>			
<b>Project Narrative – Project Purpose</b> <ul style="list-style-type: none"> <li>Define specific problems to be addressed through the proposal.</li> <li>Define the proposed solution. Describe the professional development model that your solution proposes. Explain how the proposal will address effectively the problem you identified. Note: Appendix 6.13 contains a resource list that identifies sources of online professional courses.</li> <li>Using Form 4, succinctly describe the goals, measurable objectives, and strategies of the project. Include specific information relative to projected numbers of new teachers and mentors to be served, the projected number of contact hours, content of professional development activities, methodology, and follow-up activities. Goals and objectives must speak to measurable outcomes for both students (improved learning) and teachers (improved teaching).</li> <li>Identify ways in which your proposal will be connected to and/or support one or more of the following: the L.A.A.P.; the Louisiana Components of Effective Teaching, the Louisiana K-12 Educational Technology Guidelines; the statewide Louisiana INTECH project; the “LEADTech” Gates Foundation Technology Leadership project, and the Regional TLTC.</li> </ul>			
<b>Project Narrative – Project Feasibility</b> <ul style="list-style-type: none"> <li>Describe in detail the technologies and professional development model that you will employ in your project and your rationale for selecting them.</li> <li>Explain clearly how students and educators who participate in</li> </ul>			

<p>this project will have access to necessary technology tools.</p> <ul style="list-style-type: none"> <li>• Explain clearly how educators will have the necessary training to implement proposed opportunities for students.</li> <li>• Provide evidence of the implementation's team commitment and expertise to the proposal.</li> <li>• Provide a detailed timeline that identifies major project tasks and milestones.</li> <li>• Describe plans to sustain the project beyond the life of the grant.</li> </ul>			
<p><b>Project Narrative – Partnerships</b></p> <ul style="list-style-type: none"> <li>• Present a clear discussion of who your partners will be, what their respective roles will be, and what specific contributions each partner will make to the project in forms of financial support, equipment, personnel, and/or other resources.</li> <li>• Describe other funding sources that will support the successful implementation of the goals and objectives of the proposal.</li> <li>• Explain how non-public schools are involved in the development and implementation of plans for TLC funds.</li> </ul>			
<p><b>Project Narrative – Reducing Disparities</b></p> <ul style="list-style-type: none"> <li>▪ Described how your proposal addresses federal guidelines that specify that every TLCF-supported project target children living in poverty and/or reach out to groups who do not have access to information technologies.</li> </ul>			
<p><b>Project Narrative – Evaluation and Dissemination</b></p> <ul style="list-style-type: none"> <li>• Presented a clearly defined evaluation plan with specific criteria for measuring the effectiveness of the project. Effectiveness of the project must include goals/objectives that address both student and teacher impact.</li> <li>• Described methods and types of hard and soft data that will be collected relative to student impact and teacher impact.</li> <li>• Described plans for disseminating information about your project.</li> </ul>			
<p><b>Proposed Budget Summary and Budget Detail (SDEB-1 Form 4, SDEB-1a Form 4a)</b></p> <ul style="list-style-type: none"> <li>• Provided complete and correct information on Form SDEB-1, SDEB-1a.</li> <li>• Explained fully each budget item on the Proposed Budget Summary Form.</li> <li>• Made clear connections between items in the budget and the goals, objectives, and strategies for the proposal.</li> <li>• Provided <u>specific information</u> relative to hardware and software purchases (e.g. per item cost, vendor name, model, specifications, state contract number, etc.)</li> </ul>			
<p><b>Project Evaluation Chart (Form 4)</b></p> <ul style="list-style-type: none"> <li>• Provided a clear snapshot of the goal(s), objectives, and anticipated strategies/activities of the proposal.</li> </ul>			
<p><b>State Review: Criteria for Technology Improvement Grant Application Checklist (Form 5A or 5B)</b></p> <ul style="list-style-type: none"> <li>• Attached Form 5A or 5B as the final page to the application packet.</li> <li>• Provided page numbers as requested on the State Review Chart.</li> </ul>			

## FORM 5(B) –HIGH SCHOOL TECHNOLOGY LEADERSHIP AWARD

### Louisiana TLCF Professional Development Grant

#### STATE REVIEW: CRITERIA FOR PROFESSIONAL DEVELOPMENT GRANT APPLICATION

Applicants are reminded that the total application must NOT exceed 25 pages. Also, applicants are reminded that all pages (including the forms) must be numbered consecutively. Applicants should read each area in column 1 and locate the page(s) in their application that pertains to each of the listed areas. Once located, applicants should write the application page number in the second column and submit this form as the final page of their application packet. A team selected by the Louisiana Department of Education will review each technology application. The review team will determine if each applicant clearly addressed the following areas in the technology application.

Area	Page	A or UA	Comments
<b>Cover Sheet</b> <ul style="list-style-type: none"> <li>Completed all sections on the <i>Cover Sheet</i> including the signed assurances of the system superintendent serving as the legal applicant/fiscal agent for the grant application.</li> </ul>			
<b>Executive Summary &amp; Demographic Profile</b> <ul style="list-style-type: none"> <li>Provided a clear, concise overview of the proposal. Completed all data sections of the demographic profile.</li> </ul>			
<b>Project Narrative - Contextual Background</b> <ul style="list-style-type: none"> <li>Briefly described what has already been done in your district/consortium to implement technology for teaching and learning with particular explanation devoted to the impact and results of previous CBTF and TLCF grant monies.</li> <li>Briefly described what has already been done in your district/consortium to further secondary school redesign.</li> <li>Specifically indicated what has been done in your district/consortia in the area of <u>professional development for secondary educators</u> to support technology integration.</li> </ul>			
<b>Project Narrative – Project Purpose</b> <ul style="list-style-type: none"> <li>Defined specific problems to be addressed through the proposal.</li> <li>Defined the proposed solution. Described the high school redesign strategies, curriculum strategies, and the professional development model that your solution proposes. Explained how the proposal will address effectively the problem you identified. Note: Appendix 6.10 contains a resource list that identifies sources of information relative to high school redesign.</li> <li>Using Form 4, succinctly described the goals, measurable objectives, and strategies of the project. Included specific information relative to projected numbers of students/educators to be served, the projected number of contact hours, content of professional development activities, methodology, and follow-up activities. Goals and objectives must speak to measurable outcomes for both students (improved learning) and teachers (improved teaching).</li> <li>Provided the name(s) of the school(s) that will be targeted as a result of these funds and the rationale for selection.</li> <li>Identified ways in which your proposal will be connected to and/or support one or more of the following: the recently approved Secondary Computer Education Course of Study; the Louisiana K-12 Educational Technology Guidelines; the CLK program; career/technical programs and improved advanced academic programs (such as AP courses); distance learning programs; technology-related industry certification programs; school-to-work programs; the statewide Louisiana INTECH project; LEADTech</li> </ul>			

<p>Gates Foundation Technology Leadership project, and the Regional TLTC.</p> <ul style="list-style-type: none"> <li>Described significant correlation between the efforts of this proposal and the total school redesign effort at the targeted school.</li> </ul>			
<p><b>Project Narrative – Project Feasibility</b></p> <ul style="list-style-type: none"> <li>Described in detail the technologies and professional development model that you will employ in your project and your rationale for selecting those technologies and model.</li> <li>Explained clearly how students and educators who participate in this project will have access to necessary technology tools.</li> <li>Explained clearly how educators will have the necessary training to implement proposed opportunities for students.</li> <li>Provided evidence of the implementation’s team commitment and expertise to the proposal.</li> <li>Provided a detailed timeline that identifies major project tasks and milestones.</li> <li>Described plans to sustain the project beyond the life of the grant.</li> </ul>			
<p><b>Project Narrative – Partnerships</b></p> <ul style="list-style-type: none"> <li>Presented a clear discussion of who your partners will be, what their respective roles will be, and what specific contributions each partner will make to the project in forms of financial support, equipment, personnel, and/or other resources.</li> <li>Described other funding sources that will support the successful implementation of the goals and objectives of the proposal.</li> <li>Explained how non-public schools are involved in the development and implementation of plans for TLC funds.</li> </ul>			
<p><b>Project Narrative – Reducing Disparities</b></p> <ul style="list-style-type: none"> <li>Described how your proposal addresses federal guidelines that specify that every TLCTF-supported project target children living in poverty and/or reach out to groups who do not have access to information technologies.</li> </ul>			
<p><b>Project Narrative – Evaluation and Dissemination</b></p> <ul style="list-style-type: none"> <li>Presented a clearly defined evaluation plan with specific criteria for measuring the effectiveness of the project. Effectiveness of the project must include goals/objectives that address both student impact and teacher impact.</li> <li>Described methods and types of hard and soft data that will be collected relative to student impact and teacher impact.</li> <li>Described plans for disseminating information about your project.</li> </ul>			
<p><b>Proposed Budget Summary and Budget Detail</b></p> <ul style="list-style-type: none"> <li>Provided complete and correct information on Form SDEB-1, SDEB-1A.</li> <li>Explained fully each budget item on the Proposed Budget Summary Form.</li> <li>Made clear connections between items in the budget and the goals, objectives, and strategies for the proposal.</li> <li>Provided <u>specific information</u> relative to hardware and software purchases (e.g. per item cost, vendor name, model, specifications, state contract number, etc.)</li> </ul>			
<p><b>Project Evaluation Chart (Form 4)</b></p> <ul style="list-style-type: none"> <li>Provided a clear snapshot of the goal(s), objectives, and anticipated strategies/activities of the proposal.</li> </ul>			
<p><b>State Review: Criteria for Technology Improvement Grant Application Checklist</b></p> <ul style="list-style-type: none"> <li>Attached Form 5b as the final page to the application packet.</li> <li>Provided page numbers as requested on the State Review Chart.</li> </ul>			

## ***APPENDICES***

- Appendix 6.1 Nonpublic involvement in TLCP
- Appendix 6.2 TLTC Overview for RFPs
- Appendix 6.3 FIRSTTech District Statistical Information
- Appendix 6.4 Form 1 Sample Letter of Intent
- Appendix 6.4 Form 2 Application Cover Sheet and Assurances
- Appendix 6.4 Form 3 Project Executive Summary and Demographic Profile
- Appendix 6.4 Form 4 Project Evaluation Chart
- Appendix 6.4 Form 5A State Review: Criteria for Professional Development Grant (FIRSTTech New Teacher and Mentoring Leadership Awards
- Appendix 6.4 Form 5B State Review: Criteria for Professional Development Grant (High School Leadership Grants)
- Appendix 6.4 SDEB 1 and SDEB 1A
- Appendix 6.5 Instructions for Completing the Proposed Budget Summary
- Appendix 6.6 Sample Technology Training Evaluation
- Appendix 6.7 Louisiana INTECH Information
- Appendix 6.8 Gates Foundation State Challenge Grant for Technology Leadership Information
- Appendix 6.9 Evaluation of Instructional Technology Resource List.
- Appendix 6.10 High School Redesign and Technology Leadership Resource List
- Appendix 6.11 Principles of Professional Development
- Appendix 6.12 ISTE Standards for Technology in Teacher Preparation
- Appendix 6.13 Online Professional Development Resources

# **Appendix C**

## **The Louisiana District Technology Survey**

**2001-2002**

## Louisiana District Technology Survey 2001-2002

Please complete this report based on the status of your district as of TODAY'S DATE.

**PLEASE COMPLETE THIS ON-LINE SURVEY BY MAY 31, 2002**

### Part I: Demographic Data

Name of Person Completing this Survey:	<input type="text"/>		
Title:	<input type="text"/>		
Phone:	<input type="text"/>		
Fax:	<input type="text"/>		
Email:	<input type="text"/>		
NCES #:	<input type="text"/>		
District/Diocese/State School Name:	Acadia Parish Schools		
Telephone Number:	<input type="text"/>	Fax Number:	<input type="text"/>
Number of Teachers:	<input type="text"/>	Number of Students:	<input type="text"/>
Number of Instructional Rooms:	<input type="text"/>		
Superintendent:	<input type="text"/>		
Superintendent's email address:	<input type="text"/>		
District Home Page Address (URL):	<input type="text"/>		
Librarian/Media Supervisor:	<input type="text"/>		
District Technology Coordinator:	<input type="text"/>		
District Technology Coordinator Email:	<input type="text"/>		
What percentage of your district's student body is participating in the Federal Free or Reduced Lunch Program?	<div><input type="radio"/> 0-25%</div> <div><input type="radio"/> 26%-50%</div> <div><input type="radio"/> 51%-75%</div> <div><input type="radio"/> 76%-100%</div>		

<b>Louisiana District Technology Survey 2001-2002</b>		
<b>Part 2: State Technology Goal</b>		
All educators and learners benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.		
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	<b>1. Does your Administration building have Internet access?</b>	
	1A. <i>If yes</i> , what type of access?	<input type="radio"/> Direct Link <input type="radio"/> Phone Modem <input type="radio"/> Satellite
	1B. <b>If it is a Direct Link</b> , what is the bandwidth capacity?	<input type="radio"/> 56kb <input type="radio"/> T1 <input type="radio"/> ADSL <input type="radio"/> T3 <input type="radio"/> Cable modem <input type="radio"/> ISDN <input type="radio"/> Other

<b>Part 2: State Technology Goal</b>		
All educators and learners benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.		
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	<b>2. Do students in your district participate in Distance Learning courses?</b>	
	<b>2A. If YES, how many students?</b>	<input type="text"/>
	<b>2B. If YES, indicate which of the following are provided:</b> <b>(Check all that apply)</b>  <b>Satellite</b> - Classes conducted on television and delivered via satellite <b>Interactive Video(compressed)</b> - Classes delivered using "real-time," interactive, audio-video approach <b>Web-Based</b> - Classes offered via the Internet <b>Telelearning</b> - Classes offered using audio-conferencing	<input type="checkbox"/> Satellite <input type="checkbox"/> Interactive Video (compressed) <input type="checkbox"/> Web-based <input type="checkbox"/> Audiographics (Telelearning)

### Part 3. National Technology Goals

**National Technology Goal I.** All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	3. Does your <b>DISTRICT</b> have anyone who is responsible for providing teachers with support and assistance in integrating technology into the curriculum?	
	3A. If YES, how many persons in each category?	<input type="text"/> Full time <input type="text"/> Part time
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	4. Does your <b>DISTRICT</b> have anyone who is responsible for providing technical maintenance and/or support of hardware?	
	4A. If YES, how many persons in each category?	<input type="text"/> Full time <input type="text"/> Part time

**National Technology Goal I.** All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.

	5. What opportunities did your DISTRICT provide for professional development in instructional technology during the 2001-2002 school year? Check all that apply.	
	(Check all that apply)	<input type="checkbox"/> INTECH Courses <input type="checkbox"/> LEADTech <input type="checkbox"/> Marco Polo Workshops <input type="checkbox"/> Making Connections Workshops <input type="checkbox"/> K-12 Online Database Workshops <input type="checkbox"/> FIRSTTech <input type="checkbox"/> Workshops Offered During School <input type="checkbox"/> After School Workshops <input type="checkbox"/> Saturday Workshops <input type="checkbox"/> Professional Conferences <input type="checkbox"/> Visitations to other schools and/or classroom <input type="checkbox"/> Video/CD Tutorials <input type="checkbox"/> Online Courses <input type="checkbox"/> Web-Based Tutorials <input type="checkbox"/> Summer Institutes <input type="checkbox"/> University Courses <input type="checkbox"/> Mentoring <input type="checkbox"/> Regional TLTC Workshops

## Louisiana District Technology Survey 2001-2002

### Part 3. National Technology Goals

**National Technology Goal I.** All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	6. Prior to employment, are prospective teachers' skills in technology considered as a qualification for employment in your district?	
	6A. If YES, how are they evaluated? (Check all that apply)	<input type="checkbox"/> Transcripts <input type="checkbox"/> Hands-on Performance Evaluation <input type="checkbox"/> Professional Development Hours <input type="checkbox"/> Other
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	7. Does your district allow release time to teachers for technology training (i.e. are teachers allowed to participate in approved technology professional development during the school day?)	
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	8. Does your <b>DISTRICT</b> provide Distance Learning opportunities for teachers and administrators?	
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	9. Does your <b>DISTRICT</b> provide Internet services/access accounts to educators at their homes?	

**National Technology Goal II.** All teachers and students will have modern computers in their classrooms. .

	10. How many computers were purchased during the 2001-2002 school year?	<input type="text"/>
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	11. Does your DISTRICT have at least one computer in EVERY instructional room?	
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	12. Does your DISTRICT have at least one Power PC/Pentium class multimedia computer in EVERY instructional room?	

# Louisiana District Technology Survey 2001-2002

## Part 3. National Technology Goals


### National Technology Goal III. Every classroom will be connected to the information superhighway.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	13. Does your DISTRICT have at least one computer with Internet <sup>2</sup> access in EVERY instructional room (classroom)?  <sup>2</sup> Internet access means that the wiring, routers, Internet service providers, and computer that are needed to access on-line resources are all in place and in use. Active connections to the Internet must be available; wiring alone does not constitute Internet access.	
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	14. Are the administration building(s) and schools in your district connected to each other through a WAN (wide area network)?	
	14A. If YES, are Internet services provided through the WAN?	<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	15. Does your district Superintendent communicate with schools through E-mail?	
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	16. Does your district have a compressed videoconference site?	
	16A. If YES, is it	<input type="radio"/> School-based? <input type="radio"/> District-based?

### National Technology Goal IV. Effective and engaging software and on-line resources will be an integral part of every school curriculum.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	17. Does your district provide Distance Learning opportunities?	
	17A.If yes, check all types of experiences that apply for STUDENTS in your district.	<input type="checkbox"/> Coursework required for graduation, TOPS, university admissions <input type="checkbox"/> Coursework of an "enrichment" or elective nature <input type="checkbox"/> Online projects/collaborations
	17B. If yes, check all that apply for TEACHERS in your district.	<input type="checkbox"/> Coursework required for certification <input type="checkbox"/> Coursework of an "enrichment" or elective nature <input type="checkbox"/> Online professional development seminars, institutes <input type="checkbox"/> University courses
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	18. Does your district participate in the K-12 Online Database Resources initiative (GALE, WorldBook)?	

Louisiana District Technology Survey 2001-2002			
<b>Part 4. State Requirements</b>			
<b>State Requirement.</b> Every system or independent school will engage in long-range planning for technology in the schools.			
<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	19. Does your DISTRICT have a technology plan?		
	19A.If YES, is your technology plan written for:	<input type="checkbox"/> 1 year <input type="checkbox"/> 2-4 years <input checked="" type="checkbox"/> 5 or more years	
	19B. If yes, indicate the year of adoption	1997 <input type="text"/>	
	19C. If yes, indicate the year it was last reviewed/revised	1997 <input type="text"/>	
20. How is technology funded for your district? (Check all that apply).			
	<input type="checkbox"/> District Line Item Budget	<input type="checkbox"/> Site Based Line Item Budget	
	<input type="checkbox"/> Capital Funds	<input type="checkbox"/> Loan(s)	
	<input type="checkbox"/> Local Bonds	<input type="checkbox"/> State Funds	
	<input type="checkbox"/> Federal Funds	<input type="checkbox"/> Grants	
	<input type="checkbox"/> Vendor Contributions	<input type="checkbox"/> Other	
21. Please indicate the amounts budgeted for instructional and administrative technology in your DISTRICT Technology Budget for the 2001-2002 school year. (Use NA for items that are not in your budget.) Note: District technology budget can include items that are funded from local sources as well as sources outside of the district, e.g. 8(g) grants, state funds, federal funds, etc			
	Do Not enter a total. The total will automatically be calculated when you click Next.	Computer Hardware/Peripherals	\$ <input type="text"/>
		Software	\$ <input type="text"/>
		Professional Development	\$ <input type="text"/>
		Telecommunications (Internet, Long Distance, etc)	\$ <input type="text"/>
		Networks	\$ <input type="text"/>
		Distance Learning (Cable TV, Satellite, etc.)	\$ <input type="text"/>
		Service/Support	\$ <input type="text"/>
		Other (including supplies)	\$ <input type="text"/>
		Total DistrictTechnology Budget	\$ <input type="text"/>

<b>Louisiana District Technology Survey 2001-2002</b>		
<b>Part 4. State Requirements</b>		
<b>State Requirement.</b> Every system or independent school will engage in long-range planning for technology in the schools.		
<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	22. Did your district apply for the E-rate discount during the 2001-2002 school year?	
	22A. If YES, what is the dollar value of your discount in the 2001-2002 school year?	\$ <input type="text"/>
<b>Conclusion :</b>		
	Thank you. This is the final page. You need to confirm the data before clicking the "Submit" button. Please take a moment to review all data that was entered from the beginning on Page 1, and correct anything that is not right. After you click "Submit", your password will expire and you will not be able to correct your data.	
		<b>Submit</b> 

# **Appendix D**

The Louisiana School Technology Survey

2001-2002

Louisiana School Technology Survey					
Part I: Demographic Data					
Name of Person Completing this Survey:					
		Title:			
		School NCES #:			
School Name:					
Telephone #:		Fax #:			
Number of Teachers:		Number of Students:			
Number of Instructional Rooms:					
Grade span:		From:		To:	
School/Principal E-mail Address:					
School Home Page Address(URL):					
Principal:					
Librarian/Media Specialist:					
School Technology Coordinator:					
Counselor					
Part 2: State Technology Goal					
All educators and learners benefit from technology-rich environments that support student achievement and produce lifelong learners able to succeed in an information society.					
<input type="radio"/> Yes <input type="radio"/> No		1. Does your school have Internet Access?			
		1A. <i>If yes</i> , connection is by		<input type="radio"/> Direct Link <input type="radio"/> Phone Modem <input type="radio"/> Satellite	
		1B . <i>If Direct Link</i> , what is the bandwidth capacity?		<input type="radio"/> 56kb <input type="radio"/> T1 <input type="radio"/> ADSL <input type="radio"/> T3 <input type="radio"/> Cable modem <input type="radio"/> ISDN <input type="radio"/> Other <input type="radio"/> Does not have Direct Link	
2. 2. Complete the table below to provide computer availability information relative to your school					
	Instructional Rooms	Computer Labs	Library/ Media Center	Admin. Offices <sup>1</sup>	Other Locations
2A. Number of ROOMS in each category					

2B. Number of ROOMS in each category with Internet Access <sup>2</sup>					
2C. Number of "all-types" COMPUTERS utilized in each category of rooms					
2D. Number of PowerPc/Pentium class multimedia COMPUTERS utilized in each category of rooms					
2E. Number of COMPUTERS in each category with Internet Access <sup>2</sup>					

<sup>1</sup> Administrative offices include clerical offices, administrative offices, guidance offices and faculty workrooms

<sup>2</sup> Internet access means that the wiring, routers, Internet service providers, and computers that are needed to access on-line resources are all in place and in use. Active connections to the Internet must be available; wiring alone does not constitute Internet access.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	3. Can individuals access information about your school via the Internet?	
	<b>3A. If YES, check all types of information that can be accessed:</b>	<input type="checkbox"/> Schedules <input type="checkbox"/> Homework Assignments/Help <input type="checkbox"/> Report Cards/Attendance <input type="checkbox"/> Community Information <input type="checkbox"/> Teacher/School Information <input type="checkbox"/> Courses <input type="checkbox"/> Other

### Part 3. National Technology Goals

**National Technology Goal I.** All teachers will have the training and support they need to help all students learn through computers and through the information superhighway.

<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>	4. Does your <b>SCHOOL</b> have a <b>school-based</b> person who is responsible for providing teachers with support and assistance in integrating technology into the curriculum?												
	4A. If YES, type her/his name in the box												
	email address												
	4B. If YES, this position is:												
	<table border="1"> <thead> <tr> <th>Full time</th> <th>Part-time</th> </tr> </thead> <tbody> <tr> <td></td> <td>Indicate the approximate % of time</td> </tr> <tr> <td></td> <td><input type="radio"/> 0-25%</td> </tr> <tr> <td></td> <td><input type="radio"/> 26-50%</td> </tr> <tr> <td></td> <td><input type="radio"/> 51-75%</td> </tr> <tr> <td></td> <td><input type="radio"/> Over 75%</td> </tr> </tbody> </table>	Full time	Part-time		Indicate the approximate % of time		<input type="radio"/> 0-25%		<input type="radio"/> 26-50%		<input type="radio"/> 51-75%		<input type="radio"/> Over 75%
Full time	Part-time												
	Indicate the approximate % of time												
	<input type="radio"/> 0-25%												
	<input type="radio"/> 26-50%												
	<input type="radio"/> 51-75%												
	<input type="radio"/> Over 75%												
<input type="radio"/> <b>Yes</b>	5. Does your <b>SCHOOL</b> have a person that is <b>not school-</b>												

<input type="radio"/> <b>No</b>		<b>based</b> who is responsible for providing teachers with support and assistance in integrating technology into the curriculum?													
5A. If YES identify the individual(s) responsible.		<input type="checkbox"/> District staff <input type="checkbox"/> School level Support/Classified Staff <input type="checkbox"/> School level Licensed/Certificated Staff <input type="checkbox"/> Library-Media Specialist <input type="checkbox"/> Contractual Agreement <input type="checkbox"/> Students <input type="checkbox"/> Parents/Community members <input type="checkbox"/> Regional Centers													
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		6. Does your <b>school</b> have a <b>school-based</b> person who is responsible for technical maintenance and/or support of hardware and software?													
6A. If YES, type her/his name in the box															
email address															
6B. If YES, this position is:		<table border="1"> <thead> <tr> <th>Full time</th> <th>Part-time</th> </tr> </thead> <tbody> <tr> <td></td> <td>Indicate the approximate % of time</td> </tr> <tr> <td></td> <td><input type="radio"/> 0-25%</td> </tr> <tr> <td></td> <td><input type="radio"/> 26-50%</td> </tr> <tr> <td></td> <td><input type="radio"/> 51-75%</td> </tr> <tr> <td></td> <td><input type="radio"/> Over 75%</td> </tr> </tbody> </table>	Full time	Part-time		Indicate the approximate % of time		<input type="radio"/> 0-25%		<input type="radio"/> 26-50%		<input type="radio"/> 51-75%		<input type="radio"/> Over 75%	
Full time	Part-time														
	Indicate the approximate % of time														
	<input type="radio"/> 0-25%														
	<input type="radio"/> 26-50%														
	<input type="radio"/> 51-75%														
	<input type="radio"/> Over 75%														
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		7. Does your <b>SCHOOL</b> have person that is not school-based who is responsible for technical maintenance and/or support of hardware and software?													
7A. If YES identify the individual(s) responsible.		<input type="checkbox"/> District staff <input type="checkbox"/> School level Support/Classified Staff <input type="checkbox"/> School level Licensed/Certificated Staff <input type="checkbox"/> Library-Media Specialist <input type="checkbox"/> Contractual Agreement <input type="checkbox"/> Students <input type="checkbox"/> Parents/Community members <input type="checkbox"/> Regional Centers													
<input type="radio"/> <b>Yes</b> <input type="radio"/> <b>No</b>		8. Did your school offer or schedule professional development during the 2001-2002 school year for teachers to learn how to more effectively use technology in support of teaching and learning?													
8A. If YES, indicate who provided the professional development:		<input type="checkbox"/> School <input checked="" type="checkbox"/> District/parish <input type="checkbox"/> State <input type="checkbox"/> Region													

		<input type="checkbox"/> University Other
	9. How many teachers in your school participated in training in the integration of technology in instruction?	
	10. TO DATE, how many of the teachers in your school have completed Louisiana INTECH training?	
11. For each skill level below, identify the number of teachers and administrators in your school at that skill level in the use of technology in instruction. The total of all categories should equal the total number of personnel.		
	Skill Level	School Administrators
	Non-user	
	Beginner	
	Intermediate	
	Advanced	
	Instructor	
<input type="radio"/> Yes <input type="radio"/> No	12. Prior to employment, are prospective teachers' skills in technology considered as a factor in hiring an individual to teach at your school?	
<input type="radio"/> Yes <input type="radio"/> No	13. Do teachers in your school address technology skills in their individual professional development plans.	
<input type="radio"/> Yes <input type="radio"/> No	13A. Does your school require technology integration as part of the teacher evaluation program?	
<b>National Technology Goal II.</b> All teachers and students will have modem computers in their classrooms.		
<input type="radio"/> Yes <input type="radio"/> No	14. Does your school have at least one computer in every instructional room (classroom)?	
<input type="radio"/> Yes <input type="radio"/> No	15. Does your school have at least one PowerPC/Pentium class multimedia computer in EVERY instructional room?	
	15A. If NO, how many instructional rooms do not have at least one PowerPC/Pentium class multimedia computer?	
	16. How many computers were purchased with SCHOOL <sup>3</sup> funds during this school year?	
	<sup>3</sup> School Funds means funds that were generated at the school level only. Individual grants received by teachers can be included. <b>Do Not</b> include funds you received from the district, state, or federal government (i.e., Title I, and Technology Literacy Challenge Funds).	
<input type="radio"/> Yes <input type="radio"/> No	17. Do teachers in your school participate in professional development provided through distance learning?	
	17A. If Yes, how many?	
<b>National Technology Goal III.</b> Every classroom will be connected to the information superhighway.		
<input type="radio"/> Yes <input type="radio"/> No	18. Does your SCHOOL have at least one computer with Internet access <sup>4</sup> in EVERY instructional room?	
	<sup>4</sup> Internet access means that the wiring, routers, Internet service providers, and computers	

	that are needed to access on-line resources are all in place and in use. Active connections to the Internet must be available; wiring alone does not constitute Internet access									
	18a. If NO, how many instructional rooms do not have at least one computer with Internet Access									
<input type="radio"/> Yes <input type="radio"/> No	19. Do you provide email accounts for teachers?									
<input type="radio"/> Yes <input type="radio"/> No	20. Do you provide email accounts for students?									
<b>National Technology Goal IV.</b> Effective and engaging software and on-line resources will be an integral part of every school curriculum.										
<input type="radio"/> Yes <input type="radio"/> No	21. Do students in your school participate in Distance Learning?									
	21A. If YES, how many?									
	21B. Please indicate how many students in your school are taking courses in the following Distance Learning methods? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Satellite</b></td><td>- Classes conducted on television and delivered via satellite</td></tr> <tr> <td><b>Interactive Video (compressed)</b></td><td>- Classes delivered using "real-time," interactive, audio-video approach</td></tr> <tr> <td><b>Web-Based</b></td><td>- Classes offered via the Internet</td></tr> <tr> <td><b>Audiographics (Telelearning)</b></td><td>- Classes offered using audio-conferencing</td></tr> </table>		<b>Satellite</b>	- Classes conducted on television and delivered via satellite	<b>Interactive Video (compressed)</b>	- Classes delivered using "real-time," interactive, audio-video approach	<b>Web-Based</b>	- Classes offered via the Internet	<b>Audiographics (Telelearning)</b>	- Classes offered using audio-conferencing
<b>Satellite</b>	- Classes conducted on television and delivered via satellite									
<b>Interactive Video (compressed)</b>	- Classes delivered using "real-time," interactive, audio-video approach									
<b>Web-Based</b>	- Classes offered via the Internet									
<b>Audiographics (Telelearning)</b>	- Classes offered using audio-conferencing									
<input type="radio"/> Yes <input type="radio"/> No	22. Do the teachers in your school utilize web resources for instructional support and activities?									
	22A. If YES, which of the following resources are utilized by your teachers?	<input type="checkbox"/> School Web Page <input type="checkbox"/> District Web Page <input type="checkbox"/> Louisiana Department of Education Web site <input type="checkbox"/> Louisiana Department of Education Making Connections Web site <input type="checkbox"/> On-line libraries/databases <input type="checkbox"/> Other Web sites								
	23. Did you purchase software for use in Instructional rooms during the last year?									
<b>Part 4. State Requirements</b>										
<b>State Requirement.</b> Every system or independent school will engage in long-range planning for technology in the schools.										

<input type="radio"/> Yes <input type="radio"/> No	24. Does your SCHOOL have a technology plan?		
	24A. If YES, is your technology plan written for:	<input type="radio"/> 1 year <input type="radio"/> 2-4 years <input type="radio"/> 5 or more years	
	24B. If YES, indicate year it was adopted		
	24C. If YES, indicate year it was last reviewed/revised		
<input type="radio"/> Yes <input type="radio"/> No	25. Do you have a SCHOOL budget* for technology? <i>*The School Technology Budget refers to funds that have been generated primarily by the school (i.e., PTO funds, money raised through school fundraisers). <b>Do Not</b> include state, federal, or district funds).</i>		
	25A. If YES, indicate how much was budgeted for each category below for the 2001-2002 school year (Use 0 for items that are not in your budget.)	Computer Hardware/Peripherals	\$
		Software	\$
		Professional Development	\$
		Telecommunications (Internet, Long Distance, etc)	\$
		Networks	\$
		Distance Learning (Cable TV, Satellite, etc.)	\$
		Service/Support	\$
		Other (including supplies)	\$
		<b>Total School Technology Budget</b>	<b>\$</b>

# **Appendix E**

## **Evaluation of Training Form**

**2001-2002**

### Training Evaluation Form

Geographic Parish in which your school/organization is located:	
School/Organization Name:	
Participant is a:	<input type="checkbox"/> Administrator <input type="checkbox"/> Central Office <input type="checkbox"/> DOE <input type="checkbox"/> Paraprofessional <input type="checkbox"/> Parent <input type="checkbox"/> School Administrator <input type="checkbox"/> Support Staff <input type="checkbox"/> Teacher <input type="checkbox"/> University <input type="checkbox"/> Other <input type="checkbox"/> Student (K-12)
Grade Level Taught/Supervised:	<input type="checkbox"/> Pre-K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 <input type="checkbox"/> College <input type="checkbox"/> Other or NA
Content Areas Taught/Supervised	<input type="checkbox"/> Mathematics <input type="checkbox"/> Language Arts/English <input type="checkbox"/> Science <input type="checkbox"/> Art/Music <input type="checkbox"/> Social Studies <input type="checkbox"/> Foreign Languages <input type="checkbox"/> Business/Career <input type="checkbox"/> Health/Physical Education <input type="checkbox"/> Other or NA
Level of Technology Expertise:	<input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Instructor

A. Program Presentation	
1. Indicate your judgement on the length of the training session:	<input type="checkbox"/> Too Long <input type="checkbox"/> Too Short <input type="checkbox"/> About Right
2. Rate the following elements of the training session in regards to time allotment	
Hands-on Activities	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable

Teacher Demonstrations	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Standards-Based Activities	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Multi-disciplinary Activities	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Authentic Assessment Tools	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Peer Collaboration	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Management Techniques	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable
Technology Terminology	<input type="checkbox"/> About Right <input type="checkbox"/> More Time <input type="checkbox"/> Less Time <input type="checkbox"/> Not Applicable

Assign a grade for each of the following questions ( A=Excellent B=Good C=Satisfactory D=Unsatisfactory F=Did not meet expectations)	
3. Was information presented in an organized manner?	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F
4. Were the handouts/electronic materials useful?	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F
5. How appropriate were the training materials to the content of the session?	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F
6. How well did the trainer present the information?	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F
<b>B. Program Effectiveness</b>	
1. How effective was the training session in addressing your professional responsibilities?	<input type="checkbox"/> Non Effective <input type="checkbox"/> Somewhat Effective <input type="checkbox"/> Very Effective
2. Would you recommend this training to others?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Please grade the training session:	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> F
4. What other training opportunities would you like to see offered?	<input type="checkbox"/> Integration <input type="checkbox"/> Accountability <input type="checkbox"/> Standard-based lessons <input type="checkbox"/> Word Processing <input type="checkbox"/> Data Base/Spreadsheets <input type="checkbox"/> Troubleshooting <input type="checkbox"/> Networking <input type="checkbox"/> Internet <input type="checkbox"/> Presentation Software <input type="checkbox"/> Classroom Management <input type="checkbox"/> One Computer Classroom <input type="checkbox"/> Other <input type="text"/> <input type="checkbox"/> None

# **Appendix F**

End of the Year Report

2001-2002

## Evaluation of Louisiana Technology Initiatives 2000-2001

### End of Year Report - Professional Development Grants

#### I. Demographic Information

**Name :**

**Amount of TLCF Professional Development Grant**

**List of partners and their NCES numbers :**

#### II. Alignment with the Louisiana Technology Plan

##### Objective 1. TECHNOLOGY-RICH LEARNING ENVIRONMENT

**EXPLANATION:** Enter goals which pertain to planning for and implementing technology infrastructure, providing computers.

##### Objective 2. PROFESSIONAL DEVELOPMENT

**EXPLANATION:** Enter goals which pertain to providing professional development activities, developing local curriculum and funding for them.



**TLCF:**

**Goals that accomplish  
this strategy:**

**Measure of data  
collected:**

**Method of data  
collection:**

**Source of data:**

**Baseline status date**

**Baseline status**

**Final Results as of  
9/30/02**

**Future Goals/Plans**

### **Objective 3. INTEGRATION OF TECHNOLOGY AND LEARNING**

**EXPLANATION:** Enter goals which pertain to the integration of technology and learning in the classrooms, integrating technology with state content standards, and developing local curriculum based on the state content standards.

- **TLCF:**
    - Goals that accomplish this strategy:**
    - Measure of data collected:**
    - Method of data collection:**
    - Source of data:**
    - Baseline status date**
    - Baseline status**
    - Final Results as of 9/30/02**
    - Future Goals/Plans**
- 

### **Objective 4. TECHNOLOGY LEADERSHIP, POLICY, AND ACCOUNTABILITY**

**EXPLANATION:** Enter goals which pertain to the development of leadership within the schools and district for the integration of technology and the curricula, the development of policies concerning ethical and legal issues, and the addition of technology components to the evaluation of educators.

- **TLCF:**
  - Goals that accomplish this strategy:**
  - Measure of data collected:**
  - Method of data collection:**
  - Source of data:**
  - Baseline status date**
  - Baseline status**
  - Final Results as of 9/30/02**
  - Future Goals/Plans**

---

## **Objective 5. EFFECTIVE USE OF TECHNOLOGY FUNDING AND RESOURCES**

**EXPLANATION:** Enter goals which pertain to the establishment of school/business partnerships, the pooling of resources to provide technology infrastructure, and matching funds programs.

- **TLCF:**
    - Goals that accomplish this strategy:**
    - Measure of data collected:**
    - Method of data collection:**
    - Source of data:**
    - Baseline status date**
    - Baseline status**
    - Final Results as of 9/30/02**
    - Future Goals/Plans**
- 

## **Objective 6. PUBLIC AWARENESS**

**EXPLANATION:** Enter goals which pertain to collaborations with stakeholders to increase public understanding of technological skills needed in the work place and to solicit information from them regarding the impact of technology on improved student performance.

Submitted - 0 goal

- **TLCF:**
  - Goals that accomplish this strategy:**
  - Measure of data collected:**
  - Method of data collection:**
  - Source of data:**
  - Baseline status date**
  - Baseline status**

**Final Results as of  
9/30/02**

**Future Goals/Plans**

---

### III. State Technology Plan and Subgrantee Learning Goals

A. How are the subgrantee's educational technology goals aligned with the state's educational technology plan?

B. How do the Subgrantee's educational technology goals support the subgrantee's learning goals?

**NOTE:** Your response must encompass the following:

- One or more specific Subgrantee technology goals are identified,
- One or more specific Subgrantee learning goals, are identified,
- An explanation for how these two relate to each other.

C. Use of Funds

Complete the table below regarding the district's TLCF subgrant award.

#### Primary use(s) of TLCF award

Professional Development ☐

Hardware ☐

Connectivity ☐

Curriculum Software ☐

On-line Resources ☐

Other (Please specify)

#### Grade level(s) primarily impacted

Low grade level affected

High grade level affected

#### Content area(s) primarily impacted

- Civics and Government ☐
- Economics ☐
- English ☐
- Foreign Language ☐
- Geography ☐
- History ☐
- Mathematics ☐
- Reading ☐
- Science ☐
- The Arts ☐
- Other areas ☐

#### IV. Strategy

Please explain how the use(s) of the TLCF award and partnership with businesses, libraries and private entities have helped the Subgrantee accomplish its goals.

#### V. Evaluation and Final Comment

A. Describe the process for ongoing evaluation of technology integration and its effect on student achievement and progress toward meeting the National Education Goals and challenging State content and performance standards.

B. Please provide any additional comments from the district's perspective regarding its TLCF award that would be important to know.

# **Appendix G**

## **Results of Louisiana School Technology Surveys**

**1999-2000, 2000-2001, and 2001-2002**

## Appendix G

Results of Louisiana School Technology Surveys			
State Technology Goal			
Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
1. Percent of schools having Internet Access	94%	94%	94%
1a. Type of Internet connection in schools:			
Direct Link	91%	93%	95%
Phone Modem	9%	7%	4.7%
Satellite	0%	0.3%	0.3%
1b. Bandwidth capacity for Direct Link.			
56kb	14%	10%	0%
T1	71%	75%	81.9%
ADSL	0%	0.3%	0%
T3	1%	3.3%	12.5%
Cable modem	2%	1.4%	0%
ISDN	2%	2%	0%
Other	0%	0%	0%
2a. Average number of rooms in each category per school.			
Instructional rooms	31.14	31.65	32.11
Instructional rooms, computer labs, and Library/Media Centers	33.95	34.30	33.20
2b. Average number of rooms with Internet access per school.			
Instructional rooms	17.29	21.49	25.01
Instructional rooms, computer labs, and Library/Media Centers	19.52	23.82	27.00
2c. Average number of "all types" computers in each category per school.			
Instructional rooms	49.12	54.42	61.08
Instructional rooms, computer labs, and Library/Media Centers	86.56	93.37	102.40
2d. Average number of PowerPC/Pentium class computers in each category per school.			
Instructional rooms	30.82	39.73	47.91
Instructional rooms, computer labs, and Library/Media Centers	57.63	70.49	82.33
2e. Average number of computers with Internet access in each category. per school.			
Instructional rooms	23.82	33.25	42.76
Instructional rooms, computer labs, and Library/Media Centers	45.68	61.24	76.52
3. Percent of schools that can be accessed via the Internet.	55%	70%	76%
3a. Percents of schools where each type of information can be accessed via the Internet. ***			
Schedules	11%	22%	26%
Homework Assignments/Help	10%	22%	20%
Report Cards/Attendance	4%	6%	6%
Community Information	24%	48%	51%
Teacher/School Information	49%	92%	93%
Courses	10%	18%	18%
Other	27%	52%	52%
*** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<b>National Technology Goal 1</b>			
4. Percent of schools with a <b>school-based person</b> responsible for providing teachers with support and assistance in <u>integrating technology into the curriculum.</u> Position is Full-time Position is Part-time Percent of time spent on this job 0% - 25% 26% - 50% 51% - 75% Over 75% ** Part-time position held by full-time teacher, duties are above teaching responsibilities.	53%  13% 87%  * * * *	60%  15% 85%  * * * *	58%  20% 80%  * * * *
5. Percent of schools with a person <b>not school-based</b> who is responsible for providing teachers with support and assistance in <u>integrating technology into the curriculum.</u> *** Person is: District Staff School level Support/Classified Staff School level Licensed/ Certificated Staff Library/Media Specialist Contractual Agreement Students Parents/Community members Regional Centers	80%  78% 3% 2% 3%  7% 0% 2% 7%	84%  97% 3% 2% 3%  11% 1% 3% 16%	87%  97% 5% 2% 8%  10% 1% 4% 27%
6. Percent of schools having a <b>school-based</b> person who is responsible for <u>technical maintenance and/or support of hardware.</u> Position is Full-time Position is Part-time Percent of time spent on this job 0% - 25% 26% - 50% 51% - 75% Over 75% ** Part-time position held by full-time teacher, duties are above teaching responsibilities	38%  12% 88%  * * * *	47%  15% 85%  * * * *	48%  18% 82%     **
7. Percent of schools with a person <b>not school-based</b> who is responsible for <u>technical maintenance and/or support of hardware and software.</u> *** Person is: District Staff School level Support/Classified Staff School level Licensed/Certificated Staff Library/Media Specialist Contractual Agreement Students Parents/Community members Regional Centers	86%  79% 3% 1% 2% 21% 0.7% 2% 1%	91%  94% 3% 1 % 1% 23% 2% 3% 3%	94%  96% 3% 1 % 5% 21% 2% 3% 4%
* This item was not in Surveys before 2001-2002 ** This item omitted in 2001-2002 Survey. *** Total exceeds 100% due to multiple responses			
8. Percent of schools that offered professional development for learning to use technology effectively in support of teaching and learning.	85%	86%	88%

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
8a. Percent of professional development by each provider.***			
School			
District/parish	54%	68%	66%
State	66%	83%	82%
Region	9%	12%	12%
University/Other	17%	20%	27%
	12%	11%	10%
** Average number of teachers per school participating in training in the integration of technology in instruction.	*	*	**
None			**
1-5 hours	2.96	3.05	**
6-8 hours (1 day)	9.30	9.71	**
7 day LA INTECH	3.86	6.45	**
45 hour university course	1.84	2.20	**
	0.58	0.52	**
9. Number of number of teachers participating in training in the integration of technology in instruction.	*	*	23038
** Percent of schools offering release time to teachers for training in the integration of technology in instruction.	54%	58%	**
** Average number of hours of release time offered to teachers for training in the integration of technology in instruction.			
For schools offering release time	43.74	37.15	**
For all schools in state	22.45	21.46	**
10. Number of teachers that completed Louisiana INTECH training.	*	*	8166
11. Percent of teachers' and school administrators' skill levels in use of technology.			
<u>Teachers</u>			
Non-User	7%	6%	4%
Beginner	33%	28%	26%
Intermediate	44%	48%	51%
Advanced	12%	14%	15%
Instructor	4%	4%	4%
<u>School Administrators</u>			
Non-User	5%	3%	3%
Beginner	28%	20%	17%
Intermediate	46%	56%	57%
Advanced	17%	18%	20%
Instructor	4%	3%	4%
** Percent of schools that provided each type of professional development. ***			
Introduction-Basic Computer Literacy	36%	28%	**
Administrative Training Issues	21%	21%	**
Technical Support Training	23%	20%	**
Application Software/Skills Training	60%	60%	**
Integration of Technology	48%	48%	**
Louisiana INTECH	27%	32%	**
Assistive Technology Training	*	11%	**
* This item was not in Surveys before 2001-2002			
** This item omitted in 2001-2002 Survey.			
*** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
** Average number of educators per school who participated in professional development provided by the school. *** <u>Teachers (average per school)</u> Introduction-Basic Computer Literacy Administrative Training Issues Technical Support Training Application Software/Skills Training Integration of Technology Louisiana INTECH Assistive Technology Training  <u>School Administrators (average per school)</u> Introduction-Basic Computer Literacy Administrative Training Issues Technical Support Training Application Software/Skills Training Integration of Technology Louisiana INTECH Assistive Technology Training			
	5.32	4.14	**
	1.26	1.24	**
	1.78	1.80	**
	11.26	12.89	**
	9.18	9.93	**
	1.39	1.79	**
	0.33	0.48	**
	0.35	0.23	**
	0.36	0.38	**
	0.15	0.13	**
	0.75	0.7	**
	0.42	0.5	**
	0.06	0.09	**
	0.02	0.05	**
12. Percent of schools requiring teachers to demonstrate technology skills for employment.	63%	80%	86%
13. Percent of teachers who address technology skills in their individual professional development plans.	11%	12%	44%
13a. Percent of schools requiring technology integration as part of teacher evaluation.	*	*	
<b>National Technology Goal 2</b>			
14. Percent of schools that have at least one computer in EVERY instructional room.	11%	66%	44%
15. Percent of schools that have at least one <u>Power PC/Pentium class multimedia</u> computer in EVERY instructional room.	38%	48%	58%
15a. Average number of rooms per school that <u>do not</u> have at least one <u>Power PC/Pentium class multimedia</u> computer in every instructional room.	9.32	13.10	12.08
** Laptops that are available for teacher and/or student use:			
Total available			
Average number per school	1759	2218	**
	1.20	1.51	
** Laptops that have Internet access:			
Total available	851	1323	**
Average number per school	1.00	0.90	
16. Computers purchased with <b>school</b> funds:			
Total	3018	3345	3406
Average number per school	2.06	2.28	2.36
** Percent of schools using appropriate Assistive Technology Devices to accommodate students with disabilities.	51%	69%	**
17. Percent of schools with teachers who participate in professional development through Distance Learning.	14%	19%	29%
* This item was not in Surveys before 2001-2002			
** This item omitted in 2001-2002 Survey.			
17a. Teachers participating in Distance Learning.			
Total	*	*	1881
<b>National Technology Goal 3</b>			
18. Percent of schools that have at least one <u>computer with Internet access</u> in EVERY instructional room.	63%	45%	44%
18a. Average number of instructional rooms that <u>do not</u> have at least one <u>computer with Internet access</u> .	12.37	9.26	6.35

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
20. Percent of schools that provide email accounts for students.	4%	4%	2%
** Percent of schools connected to computers in other classrooms, labs, media centers, and/or offices through a LAN (local area network).	72%	80%	**
** Percent of schools connected to another school schools through a WAN (wide area network).	61%	65%	**
** Percent of schools that provide Internet access to educators at home.	17%	16%	**
<b>National Technology Goal 4</b>			
21. Percent of schools with students participating in Distance Learning.	10%	11%	10%
21a. For those who responded "Yes" forverage number of students per school participating in Distance Learning.			
Average per participating schools	50.59	36.54	35.74
Average for the state	5.11	3.91	**
21b.. Number of students taking courses in Distance Learning, per method :			
Satellite,	1267	1492	185
Interactive Video (Compressed)	1219	607	41
Web-Based	2529	1815	465
Telelearning	1817	1838	67
<b>TOTAL</b>	<b>6832</b>	<b>5752</b>	<b>758</b>
22. Percent of schools where teachers utilize web resources for instructional support and activities.	90%	96%	97%
22a. Percent that use: ***			
School Web Page	27%	40%	45%
District Web Page	46%	67%	75%
Louisiana Department of Education Web site	73%	91%	86%
LA Dept.of Educ. <i>Making Connections</i> site	47%	60%	67%
Louisiana Challenge Web site *	26%	31%	**
On-line libraries/databases	66%	86%	87%
Other Web sites	83%	93%	93%
** Percent of schools that purchased software for use in instructional rooms.	76%	76%	72%
** Percent of schools that have license agreements for each piece of software purchased for school use.	82%	90%	**
* This item was not in Surveys before 2001-2002			
** This item omitted in 2001-2002 Survey.			
*** Total exceeds 100% due to multiple responses			

<b>State Requirements – Long Range Planning</b>			
24. Percent of schools having a School Technology Plan.	86%	90%	88%
24a. <u>Percent of Plans written for:</u>			
1 year	16%	19%	12%
2-4 years	48%	46%	43%
5 or more years	37%	38%	33%
24b. <u>Percent of plans adopted: last in:</u>			
1997	*	*	43%
1998	*	*	12%
1999	*	*	12%
2000	*	*	15%
2001	*	*	14%
2002	*	*	4%
24c <u>Percent of plans last reviewed/reviewed in</u>			
1997	*	*	18%
1998	*	*	5%
1999	*	*	7%
2000	*	*	12%
2001	*	*	37%
2002	*	*	21%

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
** <u>Percent of plans last reviewed in:</u> ***			
1997	18%	15%	**
1998	14%	5%	**
1999	47%	14%	**
2000	21%	44%	**
2001	--	23%	**
2002	--	--	**
** <u>Percent of plans last revised in:</u> ***			
1997	22%	19%	**
1998	15%	8%	**
1999	43%	17%	**
2000	20%	41%	**
2001	--	67%	**
2002	--	--	**
** <u>Technology plan provides for staff training in:</u>			
Software licensing	37%	47%	**
Copyright laws and issues	33%	45%	**
Internet Filtering	34%	45%	**
Acceptable Use Policies	76%	89%	**
25. Percent of schools that have a school budget for technology.	24%	22%	24%
25a. Total amounts budgeted in school budgets:			
Computer Hardware/Peripherals	\$2,759,275.00	\$1,548,016.89	\$2,286,719.12
Software	569.224	348,099.43	620,155.18
Professional Development	275,001.00	274,017.00	293,186.60
Telecommunications ( <i>Internet, Long Distance, etc.</i> )	95,802.00	76,256.07	35,522.13
Networks	115,941.00	59,178.00	63,533.00
Distance Learning ( <i>Cable TV, Satellite, etc.</i> )	12,340.00	18,873.80	20849.00
Service/Support	196,850.00	183,129.33	162560.00
Other ( <i>including supplies</i> )	314,852.00	285,918.54	341774.74
<b>Total School Technology Budget</b>	<b>\$4,349,285.00</b>	<b>\$ 2,793,489.06</b>	<b>\$ 3,824,299.77</b>
* This item was not in Surveys before 2001-2002			
** This item omitted in 2001-2002 Survey.			
*** Total exceeds 100% due to multiple responses			



# **Appendix H**

## **Results of Louisiana District Technology Surveys**

**1999-2000, 2000-2001, and 2001-2002**

## Appendix H

Results of Louisiana District Technology Surveys			
Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<b>State Technology Goal</b>			
1. Percent of administration buildings having access to the Internet.	99%	100%	100%
1a. Type of Internet connection in administration buildings:	99%	100%	100%
Direct Link	2%	0%	0%
Phone Modem	0%	0%	0%
Satellite			
1b. Bandwidth capacity for Direct Link			
56kb	6%	1%	0%
T1	88%	86%	82%
ADSL	0%	0%	0%
T3	3%	11%	13%
Cable modem	0%	0%	0%
ISDN	0%	0%	0%
Other	0%	0%	0%
** Percent of districts where information can be accessed from an outside location via the Internet.	73%	86%	88%
** Percent of districts where each type of information can be accessed from the Internet. ***			
District Calendar	54%	74%	75%
Information on School Board Members	55%	69%	71%
School Board Agenda and Minutes	15%	28%	28%
Information on District Staff	56%	78%	79%
District Newsletter	15%	25%	25%
On-line courses	4%	6%	6%
Other	55%	65%	67%
** Percent of districts having Intranet WAN (district-wide Internet) for communication within the district.	79%	83%	83%
2. Percent of districts providing Distance Learning for students.	65%	67%	67%
2a. Number of students participating in Distance Learning.	3007	3667	2730
2b. Percent of districts providing each type of Distance Learning to students:			
Satellite	44%	43%	33%
Interactive Video (compressed)	14%	18%	19%
Web-based	8%	22%	31%
Audiographics (Telelearning)	37%	43%	36%
IP-based	*	*	*
* This item was not in Surveys before 2001-2002			
** This item omitted in 2001-2002 Survey.			
*** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<b>National Technology Goal 1</b>			
3. Percent of districts having anyone responsible for providing teachers with support and assistance in <u>integrating technology into the curriculum.</u>	96%	96%	97%
3a. Percent of Full-time persons	56%	49%	50%
Percent of Part time persons	95%	51%	50%
Number of Full-time persons	100	109	119
Number of Part-time persons	78	112	117
4. Percent of districts having anyone responsible for providing <u>technical maintenance and/or support of hardware.</u>	87%	93%	94%
4a. Percent of Full-time persons	61%	64%	73%
Percent of Part time persons	33%	36%	27%
Number of Full-time persons	144	164	207
Number of Part-time persons	92	93	76
5 Percent of districts providing professional development in instructional technology for:***			
INTECH Courses	85%	88%	88%
LEAD Tech	*	*	*
Marco Polo Workshops	*	*	*
Making Connections Workshops	*	*	*
K-12 Online Database Workshops	*	*	*
FIRSTTech	*	*	*
Workshops Offered During school	72%	68%	76%
After School Workshops	90%	89%	93%
Saturday Workshops	73%	68%	72%
Professional Conferences	70%	76%	85%
Site Visitations	50%	60%	61%
Video/CD Tutorials	25%	32%	33%
On-line Courses	*	*	51%
Web-based Tutorials	*	*	*
Summer Institutes	46%	53%	50%
University Courses	38%	47%	57%
Mentoring	45%	54%	
Regional TLTC Workshops	63%	75%	
Individual Tutorials	41%	49%	**
On-line Tutorials	18%	22%	**
On-line Communications	28%	38%	**
* This item was not in Surveys before 2001-2002 ** This item omitted in 2001-2002 Survey. *** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<p>** Hours per school year each district offered professional development during the school year for each employee group to learn or upgrade technology and computer skills.</p> <p><u>Teachers</u> (total hours)</p> <p>Introduction-Basic Computer Literacy 2,133 1,641 1,641</p> <p>Administrative Training Issues 521 463 489</p> <p>Technical Support Training 1,499 1,433 1,457</p> <p>Application Software/Skills Training 6,173 5,062 5,072</p> <p>Integration of Technology 4,019 4,892 4,927</p> <p>Louisiana INTECH 27,213 27,643 27,462</p> <p>Assistive Technology Training -- -- --</p> <p><u>School Administrators</u> (total hours) 2,377</p> <p>Introduction-Basic Computer Literacy 791 2,454 2,457</p> <p>Administrative Training Issues 296 975 975</p> <p>Technical Support Training 1,352 188 191</p> <p>Application Software/Skills Training 565 1,818 1,937</p> <p>Integration of Technology 3,149 957 960</p> <p>Louisiana INTECH 3,725 3,725</p> <p><u>District Administrators</u> (total hours) 634</p> <p>Introduction-Basic Computer Literacy 508 700 700</p> <p>Administrative Training Issues 522 773 781</p> <p>Technical Support Training 948 262 272</p> <p>Application Software/Skills Training 331 1,489 1,489</p> <p>Integration of Technology 2,479 658 668</p> <p>Louisiana INTECH 3,424 3,424</p>			
6. Percent of districts requiring teachers to demonstrate technology skills for employment.	2%	1%	10%
6a. Percent of districts using each type of evaluation of teachers' technology skills: *			
Transcripts	100%	100%	29%
Hands-on Evaluation	0%	0%	14%
Professional Development hours	0%	0%	43%
Other	0%	0%	86%
Percent of districts offering release time to teachers for technology training.	79%	81%	76%
2 days or less	22%	33%	34%
3 - 5 days	22%	40%	40%
More than 5 days	12%	28%	26%
8. Percent of districts providing Distance learning opportunities for teachers.	31%	46%	60%
9. Percent of districts providing Internet services/ access accounts to educators at their homes.	23%	20%	15%
<p>* This item was not in Surveys before 2001-2002</p> <p>** This item omitted in 2001-2002 Survey.</p> <p>*** Total exceeds 100% due to multiple responses</p>			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<b>National Technology Goal 2</b>			
10. Number of computers purchased with <u>district</u> funds.	4,567	4,973	22031
11. Percent of districts that have <u>at least one</u> computer in EVERY <u>instructional</u> room.	26%	33%	49%
12. Percent of districts that <u>have at least one</u> PowerPC/Pentium class computer in EVERY instructional room.	15%	25%	39%
** Number of instructional rooms that do not have at least one Power PC/Pentium computer.	11,556	9,154	9,056
** Percent of districts that have classrooms that were developed based on the Model Classroom in the Louisiana State Technology Plan.	32%	39%	39%
Total Model Classrooms in the state	1,801	2,577	2,578
Number of students impacted	67,783	92,042	92,042
Number of teachers impacted	2,145	3,535	3,535
<b>National Technology Goal 3</b>			
13. Percent of districts having at least one <u>computer with Internet access</u> in EVERY instructional room.	23%	31%	38%
14. Percent of districts that have administration building(s) and schools in the district connected to each other through a WAN (wide area network).	86%	92%	94%
14a. Percent of districts providing Internet services through a WAN (wide area network).	95%	95%	97%
** Percent of districts having ALL schools connected to a district WAN.	83%	89%	89%
15. Percent of district Superintendents that communicate with schools through E-mail.	73%	85%	89%
16. Percent of districts having a Compressed Video site.	32%	43%	42%
School-based	16%	71%	63%
District-based	7%	29%	37%
* This item was not in Surveys before 2001-2002 ** This item omitted in 2001-2002 Survey. *** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<b>National Technology Goal 4</b>			
17a. Percent of districts providing each type of distance learning for STUDENTS:*	*	*	
Coursework required for graduation, TOPS, university admissions	*	*	
Coursework of an "enrichment" or elective nature	*	*	
Enrichment coursework via satellite	35%	32%	**
Required coursework via satellite	20%	22%	**
On-line projects	20%	26%	
On-line Coursework	10%	18%	**
Interactive Video (compressed)	10%	14%	**
17b. Percent of districts providing each type of distance learning for TEACHERS:: *			
Coursework required for certification	*	*	
Coursework of an "enrichment" or elective nature	*	*	
Online professional development seminars, institutes	*	*	
University courses	31%	44%	44%
Enrichment coursework via satellite			
Required coursework via satellite	14%	15%	0%
On-line projects	4%	4%	0%
On-line Coursework	20%	28%	0%
Interactive Video (compressed)	14%	28%	35%
Professional Development	17%	31%	0%
	28%	46%	53%
** Percent of districts that have a person responsible for monitoring: *			
Software Licensing	87%	90%	90%
Copyright Issues	80%	85%	85%
Internet Filtering	94%	97%	97%
Acceptable Use Policies	96%	99%	99%
** . Percent of districts providing training for the use of the Louisiana Department of Education's Making Connections Web site.	48%	68%	89%
18. Percent of districts participating in the K-12 Online database Resources initiative (GALE, WorldBook).	*	*	*
<b>State Requirements - Long Range Planning</b>			
19. Percent of districts that have a technology plan.	99%	100%	99%
<u>Technology plan written for</u>			
1 year	3%	4%	1%
2 - 4 years	41%	36%	42%
5 or more years	56%	60%	57%
* This item was not in Surveys before 2001-2002 ** This item omitted in 2001-2002 Survey. *** Total exceeds 100% due to multiple responses			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
<u>Technology plan last reviewed</u>			
1997	23%	6%	
1998	6%	1%	
1999	64%	15%	
2000	23%	56%	
2001	--	22%	
2002	--	--	
<u>Technology plan last revised</u>			
1997	13%	10%	
1998	9%	6%	
1999	55%	19%	
2000	23%	1%	
2001	--	21%	
2002	--	--	
<u>**Technology plan provides for staff training in: ***</u>			
Software licensing	71%	78%	**
Copyright laws and issues	65%	75%	**
Internet Filtering	69%	82%	**
Acceptable Use Policies	96%	100%	**
<b>** Percent of districts addressing each of the following components in their district technology plans. ***</b>			
Hardware/peripherals	92%	96%	**
Computer Software	96%	99%	**
Internal Connections	87%	90%	**
Review Requirement	85%	86%	**
Staff Training	93%	96%	**
Curriculum Integration	89%	93%	**
Maintenance of Equipment	85%	86%	**
External Connections	69%	74%	**
Electrical Wiring	71%	76%	**
Personnel for Technical Assistance	79%	85%	**
Personnel for the Integration for Technology	75%	82%	**
<b>20. Percent of districts using each type of funding for technology (multiple responses allowed): *</b>			
District Line Item Budget	65%	74%	75%
Site Based Line Item Budget	34%	38%	39%
Capital Funds	20%	19%	21%
Loan(s)	3%	3%	4%
Local Bonds	20%	21%	19%
State Funds	90%	97%	94%
State Bonds	6%	1%	0%
Federal Funds	92%	94%	94%
Grants	97%	100%	99%
Vendor Contributions	24%	28%	22%
Other	34%	43%	49%
<p>* This item was not in Surveys before 2001-2002</p> <p>** This item omitted in 2001-2002 Survey.</p> <p>*** Total exceeds 100% due to multiple responses</p>			

Item	Public Schools 1999-2000	Public Schools 2000-2001	Public Schools 2001-2002
21. Total amounts budgeted in district budgets:			
Computer Hardware/Peripherals	\$20,837,202	\$19,765,609	\$19,516,565
Software	\$ 6,492,570	\$ 4,412,470	\$ 4,787,013
Professional Development	\$ 5,932,862	\$ 5,753,993	\$ 5,163,807
Telecommunications (Internet, Long Distance, etc.)	\$ 6,683,033	\$ 7,475,028	\$11,280,485
Networks	\$10,578,755	\$12,521,763	\$10,389,191
Distance Learning (Cable TV, Satellite, etc.)	\$ 363,513	\$ 723,393	\$ 634,510
Service/Support	\$ 8,923,703	\$ 8,832,402	\$ 11,881,117
Other (including supplies)	\$ 4,861,320	\$ 5,646,782	\$ 3,923,940
<b>Total District Technology Budgets</b>	<b>\$64,672,958</b>	<b>\$65,131,440</b>	<b>\$67,576,588</b>
** Percent of districts that made provisions to include the K-12 Technology Guidelines in staff development sessions.	72%	85%	85%
** Percent of districts having technology proficiency requirements for students to matriculate to the next level	9%	8%	8%
** Percent of districts that are making provisions to encourage and include minority participation in staff development and other educational technology activities	80%	85%	85%
22. Percent of districts that applied for the E-rate discount.	90%	93%	92%
22a. Value of the E-rate discount for all districts	<b>\$33,833,413</b>	<b>\$48,443,677</b>	<b>\$31,851,356</b>